DOCUMENT RESUME

ED 042 275 EC 005 207

TITLE	Idaho Educational Development Centers and Services for Exceptional Children.
INSTITUTION	Idaho State Dept. of Education, Boise.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	[68]
NOTE	188p.
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IDENTIFIERS	Elementary Secondary Education Act Title III, ESEA Title III, Idaho

ABSTRACT

Educational development centers were established to identify needs and behavior patterns of exceptional and migrant children and to initiate procedures which would reduce educational and cultural deprivation. Activities included seven special instructional, vocational, leisure time, and media programs. Also provided were four pupil personnel services, six professional and paraprofessional preservice and inservice training programs, three parent education programs, and consultant services. Independent on-site evaluation of the centers was generally favorable. The Title III data forms is included along with a narrative continuation application outlining projected activities; specific action procedures are described and evaluated. The budget, evaluation report, and list of cooperating agencies are also provided. (JD)

ED0 42275

TITLE III

ELEMENTARY AND SECONDARY
EDUCATION ACT OF 1965

Supplementary Centers
And Services

IDAHO EDUCATIONAL DEVELOPMENT CENTERS AND SERVICES FOR EXCEPTIONAL CHILDREN

Serving nine local education agencies and five private schools in Canyon and Owyhee Counties in Southwestern Idaho

LOCAL EDUCATION AGENCIES

Caldwell
Middleton
Parma
Marsing
Homedale
Wilder
Notus
Canyon
Grandview-Bruneau

PRIVATE SCHOOLS

Merri-Lyn
Gem State Academy
Greenleaf Academy
Boulevard Christian
Gem State Elementary

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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EC 005 207E

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OE 4381 (REV 2/67)

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON D.C. 20202

BUDGET BUREAU NO. 51-R600
APPROVAL EXPIRES 6/30/68

ESEA TITLE III STATISTICAL DATA
Elementary and Secondary Education Act of 1965 (P.L. 89-10)

THIS SPACE FOR U.S.O.E. USE ONLY →	PROJECT NUMBER	VENDOR CODE	COUNTY CODE	REGION CODE	STATE ALLOTMENT

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM *(Check one)*

A ☐ INITIAL APPLICATION FOR TITLE III GRANT
B ☐ RESUBMISSION
C ☒ APPLICATION FOR CONTINUATION GRANT
D ☐ END OF BUDGET PERIOD REPORT

2. IN ALL CASES EXCEPT INITIAL APPLICATION. GIVE OE ASSIGNED PROJECT NUMBER

OEG 8-8-004202-0011-(056)

3. MAJOR DESCRIPTION OF PROJECT: *(Check one only)*

A ☐ INNOVATIVE
B ☐ EXEMPLARY
C ☒ ADAPTIVE

4. TYPE(S) OF ACTIVITY *(Check one or more)*

A ☐ PLANNING OF PROGRAM
B ☐ PLANNING OF CONSTRUCTION
C ☐ CONDUCTING PILOT ACTIVITIES
D ☒ OPERATION OF PROGRAM
E ☐ CONSTRUCTING
F ☐ REMODELING

5. PROJECT TITLE *(5 Words or Less)*

Idaho Educational Development Centers and Services for Exceptional Children

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. *(See instructions)*

To establish educational development centers which will assist nine school districts and five private schools in (1) identification of needs and behavior patterns of exceptional and migrant children, and (2) the development of preventative education approaches and resources that will reduce educational and cultural deprivation.

ITEM NUMBER 8

7. NAME OF APPLICANT *(Local Education Agency)*
School District # 132

8. ADDRESS *(Number, Street, City, State, Zip Code)*
415 So. Kimball Avenue
Caldwell, Idaho 83605

9. NAME OF COUNTY
Canyon

10. CONGRESSIONAL DISTRICT
11

11. NAME OF PROJECT DIRECTOR
Mr. Robert C. Stewart

12. ADDRESS *(Number, Street, City, State, Zip Code)*
815 Cleveland Blvd.
Caldwell, Idaho 83605

PHONE NUMBER 459-1608
AREA CODE 208

13. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT *(Please type)*
Mr. Ellwood Gledhill

14. ADDRESS *(Number, Street, City, State, Zip Code)*
415 So. Kimball Avenue
Caldwell, Idaho 83605

PHONE NUMBER 459-1571
AREA CODE 208

15. POSITION OR TITLE
Superintendent of Schools

E Gledhill

SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT

DATE SUBMITTED
April 30, 1968

SECTION A – Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED 11, 12, and 13	17A. TOTAL NUMBER OF COUNTIES SERVED 2 B. TOTAL NUMBER OF LEA'S SERVED 9 C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED 61,337	18. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED $ 417.15

SECTION B – TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.		PREVIOUS OE GRANT NUMBER	BEGINNING DATE *(Month, Year)*	ENDING DATE *(Month, Year)*	FUNDS REQUESTED
A.	Initial Application or Resubmission		July 1, 1967	June 30,68	$ 176,597.00
B.	Application for First Continuation Grant		July 1, 1968	June 30,69	$ 149,813.00
C.	Application for Second Continuation Grant		July 1, 1969	June 30,70	$ 117,355.00
D.	Total Title III Funds				$ 443,765.00
E.	End of Budget Period Report				

2. *Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.*

A *Type of function (Check applicable boxes)*

1 ☐ REMODELING OF FACILITIES 2 ☐ LEASING OF FACILITIES 3 ☐ ACQUISITION OF FACILITIES

4 ☐ CONSTRUCTION OF FACILITIES 5 ☐ ACQUISITION OF BUILT-IN EQUIPMENT

B 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY ________

2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS ________

C AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY $________

SECTION C – SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.			PRE-KINDERGARTEN	KINDERGARTEN	GRADES 1 - 6	GRADES 7 - 12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A	School Enrollment in Geographic Area Served	(1) Public	0	123	4,996	4,089	0	0	9,208	
		(2) Non-public	0	103	176	321	0	0	600	
B	Persons Served by Project	(1) Public	16	41	396	288	0	0	741	146
		(2) Non-public	0	0	11	18	0	0	29	0
		(3) Not Enrolled	0				0	0	0	
C	Additional Persons Needing Service	(1) Public					2,000		2,000	220
		(2) Non-public								0
		(3) Not Enrolled								

2.	WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL
TOTAL NUMBER OF PARTICIPANTS BY RACE *(Applicable to figures given in item 1B above)*	****PROHIBITED BY IDAHO CIVIL RIGHTS LAWS**********				10,069

SECTION C - continued

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED	53%	12%	0	0	35%

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION				1		1
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1-6		1				.16
(4) GRADES 7-12		1				.16
(5) OTHER						
C. PUPIL PERSONNEL SERVICES				7		7
D. OTHER PROFESSIONAL						
E. ALL NON-PROFSSIONAL				3	1	3
F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS →	(1.) TOTAL NUMBER RETAINED 8			(2.) TOTAL CALENDAR DAYS RETAINED 40		

2. PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION						
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1 TO 6				1		1
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFESSIONAL				2	3	3.12
F. FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS →	(1.) TOTAL NUMBER RETAINED 20			(2.) TOTAL CALENDAR DAYS RETAINED 40		

SECTION E - NUMBER OF PERSONS SERVED OR TO BE SERVED AND ESTIMATED COST DISTRIBUTION

	MAJOR PROGRAM OR SERVICES	TOTAL NUMBER SERVED OR TO BE SERVED						NON PUBLIC SCHOOL PUPILS INCLUDED (7)	ESTIMATED COST (8)
		PRE-K (1)	K (2)	1-6 (3)	7-12 (4)	ADULT (5)	OTHER (6)		
1.	EVALUATIVE PROGRAMS								
A	Deficiency Survey (Area Needs)	50	123	5172	4410	75	0	639	$ 1,000
B	Curriculum Requirements Study (Including Planning for Future Need)	50	123	5172	4410	75	0	639	2,000
C	Resource Availability and Utilization Studies	50	123	5172	4410	75	0	639	2,200
2.	INSTRUCTION AND/OR ENRICHMENT								
A	Arts (Music, Theater, Graphics, Etc.)			4992	2110	60			1,500
B	Foreign Languages								
C	Language Arts (English Improvement)			4992	2110	60		430	7,600
D	Remedial Reading			4992	2110	60		430	7,500
E	Mathematics			2535	1500	31		315	3,800
F	Science								
G	Social Studies/Humanities								
H	Physical Fitness/Recreation			4992		60		315	3,000
I	Vocational/Industrial Arts				4460	35		330	1,500
J	Special-Physically Handicapped			175	110	25			2,200
K	Special-Mentally Retarded			125	65	35			7,500
L	Special-Disturbed (Incl. Delinquent).			2200	150	50			12,113
M	Special-Dropout				25	9		5	800
N	Special-Minority Groups			1212	65	12		0	3,800
3.	INSTRUCTION ADDENDA								
A	Educational TV/Radio								
B	Audio-Visual Aids			4992	4460	50		645	1,300
C	Demonstration/Learning Centers		115	4992	4460	75		645	43,400
D	Library Facilities								
E	Material and/or Service Centers		115	4992	4460	50		645	3,300
F	Data Processing								
4.	PERSONAL SERVICES								
A	Medical/Dental								
B	Social/Psychological	50	115	4992	4460	95		645	45,300
5.	OTHER								

PART II NARRATIVE REPORT
APPLICATION FOR CONTINUATION GRANT

MAJOR OBJECTIVES

I. The initiation of developmental services and curriculum structure procedures for migrant, retarded and otherwise disadvantaged children from early childhood through high school.

II. The establishment of pupil personnel services, to include identification, evaluation, therapy, counseling, and referral services.

III. The initiation of professional and para-professional preservice and in-service training programs. Such programs will include training of special teacher aides, practicum for personnel involved in teaching migrant and exceptional children and internships for graduate trainees in special education, school psychology, speech and hearing, and social work.

IV. The initiation of adult educational programs directed towards parents of exceptional children, migrants and ex-migrants. Additional programs will be focused at encouraging the recognition of migrants, the retarded, and their interrelationship to the community.

V. The establishment of a consultant service, through which specialists not on the Developmental Services staff will provide their supplemental services on a continuing basis.

In the process of planning for a continuation application as provided for in Part II and Part III of the Manual for Project Application, Title III ESEA, it ~~is~~ was envisioned that a method which would provide long range planning and a current achievement assessment was desirable.

Included as criteria basic to such planning were:

A. The development of project staff cohesiveness appropriate to a multidisciplinary team process.

B. A basis for analytical control of broad objectives.

C. A design of techniques that would evaluate the extent to which objectives were being achieved.

D. A media to expedite public communication.

E. A readily available assessment of degree of change taking place in local educational agencies, and the extent to which such change is attributed to project influence.

F. A measure of the extent of local education agencies and related agency involvement in project activities.

G. A directional instrument that would serve as a guideline for projected activities.

The method deemed most appropriate for these purposes evolved as a product of an inquiry and analysis phase (Phase I) of the first operational year. For the purposes of this application, the method will be referred to as a Specific Action Procedure (SAP) and is presented as supplementary data in support of the application for continuation of the grant. It is of interest to note that a similar approach has even recently been adopted by the Northwest Regional Educational Laboratory.

PHASE I: The inquiry and analysis phase is primarily based on eduational needs determined from planning grant surveys and current local education agency requests for services related to a multidisciplinary team perception of project objectives.

THE FORMATION OF THE TEAM: The development of the team was a real study in small group dynamics. Many problem areas developed before any degree of cohesiveness was obtained. Members joined the team in different phases because of the time of the year that the program was initiated. As new members were added, the team became involved in the acceptance of these new members. At that point, there was an awareness of a need to know more about group dynamics. Several staff meetings were devoted to this type of activity. A better understanding of the usual role of team members was needed by members of each discipline. At this time, it was difficult for some members to see the new roles that each would have to assume as team members.

As group interaction moved toward interdisciplinary involvement, a considerable amount of threat became evident. Team members showed signs of a need for a redefinement of roles. They had previously identified with their discipline supervisor and had been comfortable in their former roles. The members found it necessary to identify with the team and its leader, and to assume their new roles. This point in the development of the team took a considerable amount of time. It is felt that this is an indispensable element in development of team processes, particularly in light of the fact that as similar services are implemented at the local education agency, similar situations are likely to be encountered.

Of great concern to this project has been the attraction and retention of highly qualified and skilled specialists, essential to carrying the project forward. In addition to the problem of supply and demand, a pertinent factor has been criticism from educators over high salaries paid by the project. In light of the fact that project personnel are employed on a 12 month basis as opposed to 9 or 10 months normally experienced by teachers and principals, the criticism is not a just one, but, nonetheless must be reckoned with in the maintenance of project staff.

TEAM COMPOSITION

1 Project Director
1 School Psychologist
1 Developmental Services Coordinator
1 Resource Counselor
2 Speech and Hearing Specialists
1 Part-time School Social Worker
1 Special Education Consultant
2 Special Education Teachers, assigned to project by LEA

2 Perceptual-Motor Coordination Specialists, part-time

2 Volunteer Teacher Aides

Paid Teacher Aides

PROJECT DIRECTOR: The Project Director, in addition to the general administration of the project, assisted in the coordination of staff activities, mobilization and implementation of resources, and communication development among school officials, school trustees, related agencies and service organizations. For a typical example of mobilization and implementation of resources, see the SAP paper, "Educational-Medical-Clinical Services for Children With Severe Learning Disabilities."

SCHOOL PSYCHOLOGIST: The School Psychologist, in addition to performing psychological evaluation and diagnosis of referred students, provided consultant services to teachers, parents, and representatives of related agencies. She also participated in a number of in-service training sessions open to aides and the Developmental Services School staff. The psychologist and coordinators of curriculum and the Developmental Services worked as a team in diagnosis, planning and implementation. The matter of excessive pupil referrals, combined with the loss of a co-worker in the early stages of the project, posed a serious problem for the implementation of planned pupil personnel services. As a result, considerable attention was given to designing an instrument that would assist teachers and principals in preliminary screening and referral techniques.

DEVELOPMENTAL SERVICES COORDINATOR: The Developmental Services Coordinator, in addition to providing a laboratory setting for teacher in-service training and para-professional aide training, directed the educational program of twenty-four exceptional children, pending the development of special education facilities within the nine local education agencies. A further important activity was that of providing structural design on a parental group therapy program for parents of pupils who were culturally and/or educationally deprived, and the development of an instrument for data retrieval related to behavior modification, designed for use by teachers and teacher aides.

THE RESOURCE COUNSELOR: The activities of the Resource Counselor were centered on giving assistance and consultant service to teachers concerning curriculum structure for migrant and exceptional children, and teacher aide and teacher in-service program development. A main concern was the coordination of developmental services among participating local education agencies.

SPEECH AND HEARING THERAPISTS: In addition to providing initial screening services for all pupils in grades kindergarten through 4, the therapist initiated communication and language group therapy and individual therapy activities. Other activities included teacher and school nurse in-service training and parental counseling.

SCHOOL SOCIAL WORKER: After efforts to employ a full-time School Social Worker were exhausted, part-time services (1/3) were arranged. In addition to conducting home visitations as required for evaluation of pupils, the establishment of parental educational activities was initiated. Here again, this was carried out as a member of the interdisciplinary team.

SPECIAL EDUCATION CONSULTANT: In addition to the development of resources necessary to the implementation of special programs, the activities of this team member centered around the coordination of staffing referrals, development of special education program evaluation instruments, as well as conducting the evaluation.

SUPPORTIVE CONSULTANTS: Periodically, supportive consultants were invited to serve as consultants to project staff, educators and para-professional personnel. In the process of conducting demonstrations, in-service workshops, research and theory involving the following topics will be emphasized:

A. Curriculum innovations for the trainable and emotionally disturbed children.

B. Extension of communications therapy sessions to include children functioning at all levels of exceptionality.

C. Introduction of a sex education program for teaching appropriate social responses to physically mature retarded students.

D. Adjustment of time spent in an actual classroom setting on the basis of individual needs of the students.

E. Integration of emotionally disturbed students from a special class back into their regular classrooms.

F. Heterogenous classroom grouping.

G. Public school programs for the creative child.

H. Field service implementation.

I. Utilization of para-professional personnel.

PHASEII: The developmental phase was that point where transition from inquiry and analysis to the application of specific prescription was initiated. Specifically, from initial project objectives, related concomitant objectives were established and identified as Specific Action Procedures to establish developmental services through consultive and demonstrative techniques at the classroom level. These procedures have been compiled and will supplement the narrative report, Parts II and III.

PHASE III: The diffusion phase was designed to develop a level of consumer competency with a developmental service program which would, hopefully, result in its adaptation by local education agencies.

In reference to Phase III, and in order to provide an indepth perception of the organizational and rationale structure of the project, particular attention should be paid to the applications of an inverted organizational structure.

RELATIONSHIP OF PROJECT ORGANIZATIONAL AND ADMINISTRATIVE STRUCTURE TO THAT OF A LOCAL EDUCATION AGENCY AS IT IS ENVISIONED AT PROJECT PHASEOUT

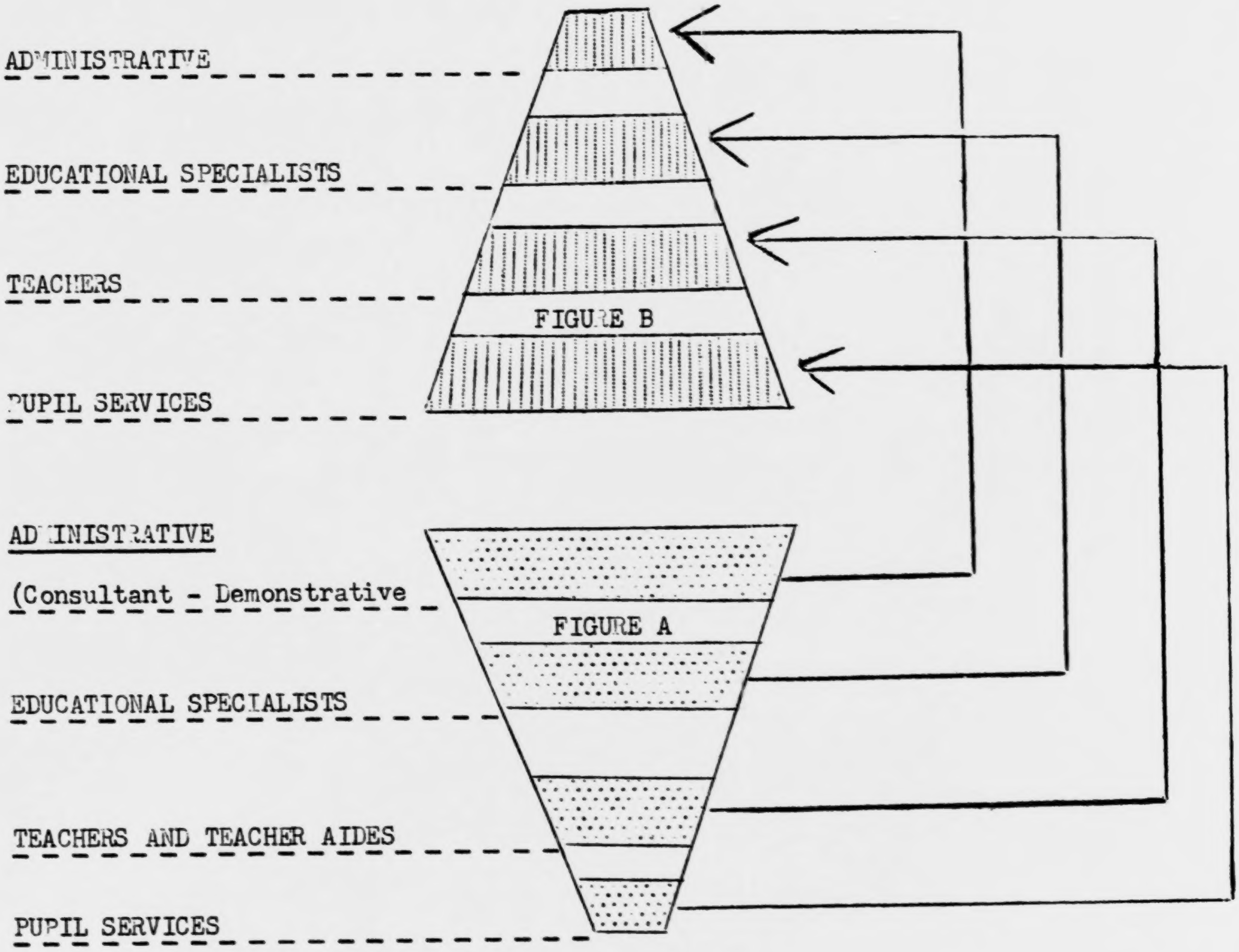
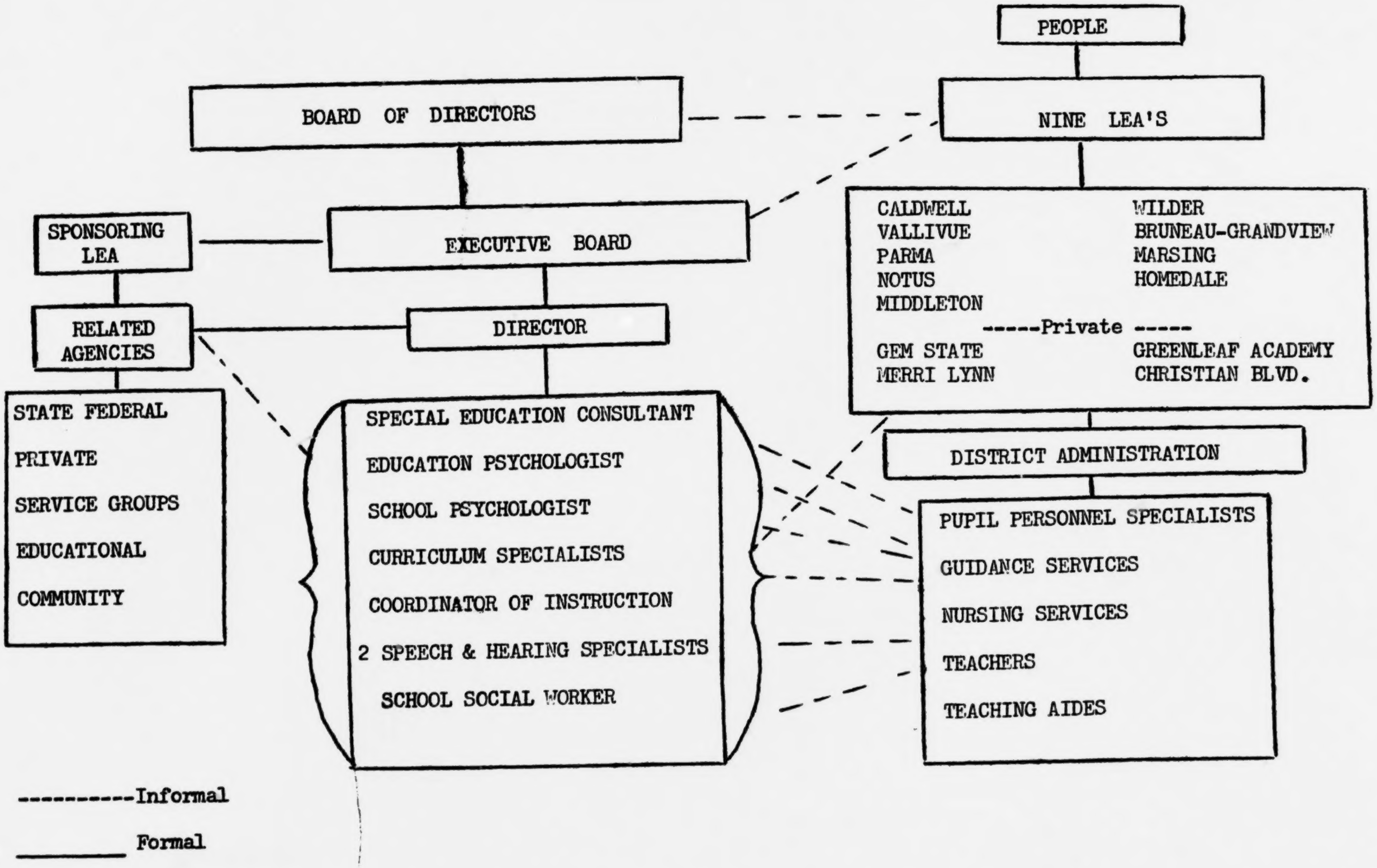

ADMINISTRATIVE
EDUCATIONAL SPECIALISTS
TEACHERS
FIGURE B
PUPIL SERVICES
ADMINISTRATIVE
(Consultant - Demonstrative
FIGURE A
EDUCATIONAL SPECIALISTS
TEACHERS AND TEACHER AIDES
PUPIL SERVICES

FIGURE B - Local Education Agency at Project Phaseout.

FIGURE A - Project Organizational and Administrative Structure.

ORGANIZATIONAL CHART


PEOPLE
BOARD OF DIRECTORS
NINE LEA'S
SPONSORING LEA
EXECUTIVE BOARD
CALDWELL
VALLIVUE
PARMA
NOTUS
MIDDLETON
WILDER
BRUNEAU-GRANDVIEW
MARSING
HOMEDALE
-----Private -----
GEM STATE
MERRI LYNN
GREENLEAF ACADEMY
CHRISTIAN BLVD.
RELATED AGENCIES
DIRECTOR
STATE FEDERAL
PRIVATE
SERVICE GROUPS
EDUCATIONAL
COMMUNITY
SPECIAL EDUCATION CONSULTANT
EDUCATION PSYCHOLOGIST
SCHOOL PSYCHOLOGIST
CURRICULUM SPECIALISTS
COORDINATOR OF INSTRUCTION
2 SPEECH & HEARING SPECIALISTS
SCHOOL SOCIAL WORKER
DISTRICT ADMINISTRATION
PUPIL PERSONNEL SPECIALISTS
GUIDANCE SERVICES
NURSING SERVICES
TEACHERS
TEACHING AIDES
----------Informal
Formal

From Figure A, it can be seen that the organizational structure during the first operational year is administratively weighted. However, as the various developmental services and procedures are implemented by the local education agencies, the organizational structure becomes increasingly more slanted toward consultive and demonstration services as planned for in the grant application.

In light of requirements stipulating a planned project phase-out procedures, the structural design provides a practical and efficient solution, which allows local education agencies to implement procedures and utilize resources through which the major thrust of the project will become a reality--that of enabling local education agencies to assume the responsibility of providing for exceptional children.

DEVELOPMENTAL SERVICES FACILITY: Simultaneously with the initiation of Phase I, was the opening of a new school for 24 pupils of varying exceptionality. Twelve pupils thought to be trainable mentally retarded and having no previous enrollment in the public school system had been enrolled in a privately sponsored nonpublic school. Twelve pupils with various exceptionalities including trainable, blind, multiple handicaps, emotional disturbances, educable mentally retarded, perceptual disorders, and the educationally deprived, were without educational facilities and services.

Through the cooperation of the Catholic Diocese of Boise, a new four-room school was donated to the project for the first operational year. Subsequently, the pupils were ~~then~~ ~~enrolled~~ entered on the rolls of Local Education Agency # 132, with the responsibility for their educational program being with the project.

PURPOSE OF THE DEVELOPMENTAL SERVICES SCHOOL: As an educational unit, the facility served more as a means to an end, i.e., a facility was needed to provide a diagnostic and prescriptive setting for the aforementioned 24 pupils, pending the development and implementation of strategically located facilities and services throughout the nine participating local education agencies. Further, the facility provided a laboratory and an observatory media for professional, para-professional, and practicum in-service programs, ongoing demonstrations, and workshops. With the evolvement of services and facilities throughout the nine district complex, pupils enrolled in the facility are being integrated in appropriate special programs at the local education agency level. Hence, the project thrust toward consultive and demonstrative functions at local education agency classroom levels is being accomplished. Full momentum in this direction is anticipated for the 1968-1969 grant period.

STAFFING THE FACILITY: Staffing of the facility was accomplished by Local Education Agency # 132 agreeing to furnish two special education teachers, paid for by local education agency funds. Initial planning called for three such teachers; however, a major change in the state ADA reimbursement formula placed undue strain on special education funds of all nine local education agencies. Further staffing provided by the local education agencies included two part-time physical education specialists paid on a prorated basis from #132 Title I and Title III funds. Volunteer and paid teacher aides were provided by project funds, as was the pupil services coordinator. All project staff served as consultants.

* * * * * * * * * * * * * * * * * * * *

OBJECTIVE I: The initiation of developmental services and structured procedures for migrant, retarded, and otherwise disadvantaged children from early childhood through high school.

1. In support of Objective I, the following SAP papers are applicable:
    a. Work Experience Program (Borderline Mentally Retarded High School Level)
    b. Evaluation and Demonstration of Programmed Media
    c. Sheltered Workshop Program for Trainable Mentally Retarded
    d. Operation Cloverleaf
    e. Migrant Program
    f. Pretraining
    g. Design for Motor Perceptual Equipment

OBJECTIVE II: The establishment of pupil personnel services to include identification, evaluation, therapy, counseling, and referral services.

1. In support of Objective II, the following SAP papers are applicable:

    a. Speech and Hearing Developmental Services

    b. Work Experience Program (ABC)

    c. Field Attack

    d. Developmental Services School

OBJECTIVE III: The initiation of professional and para-professional preservice and in-service training programs. Such programs will include training of special teacher aides, practicum for personnel involved in teaching migrant and exceptional children, and internships for graduate trainees in special education, school psychology, speech and hearing, and social work.

1. In support of Objective III, the following SAP papers are applicable:

    a. Short-Term Aide Practicum (STAP)

    b. Short-Term Practicum (STP)

    c. Tapping Available Resources (TAR)

    d. Very Appreciative Parents

    e. Fly Away

    f. Special Education Seminar

OBJECTIVE IV: The initiation of adult educational programs directed towards parents of exceptional children, migrants, and ex-migrants. Additional programs will be focused at encouraging the recognition of migrants, the retarded, and their interrelationship to the community.

1. In support of Objective IV, the following SAP papers are applicable:

   a. Grass Roots

   b. Pretraining (PT)

   c. Parental Group Counseling

OBJECTIVE V: The establishment of a consultant service through which specialists not on the Developmental Services staff will provide their supplemental services on a continuing basis.

1. In support of Objective V, the following SAP papers are applicable:

   a. Consultant Services (See narrative)

In summation, it appears that innovative educational change is being precipitated as a result of project influence.

As evidenced by the Specific Action Procedures and accompanying evaluations, nine local education agencies participating in the project are planning and implementing education approaches designed to provide for the needs of exceptional children. Currently, in-kind services in support of the project exceed $35,000.00, an amount considerably above expectations at this time.

The mobilization development and cooperative utilization of local and regional resources is enabling the nine participating local education agencies to assume, without undue financial burden, long range planning as well as implementation of services and developmental procedures designed to meet immediate as well as future needs. (See Appendix)

Title I and college work-study funds can be and are being utilized in some instances for teacher aide salaries; however, for the most part, such aides have been employed as clerical aides. Through the teacher aide orientation and teacher in-service programs pr~~o~~eceeded by the project, resources for obtaining both volunteer and paid aides have doubled. For the first time in six local education agencies, teachers are provided an opportunity to examine at the Developmental Services School, functional ways in which aides can supplement their teaching program. This has been accomplished by securing release time from local education agencies, allowing teachers to participate in demonstration of aide utilization.

As a result, teachers and principals are no longer burdened with the task of acquainting aides with various supplementary functions, such as the recording of baseline data, familiarization with programmed media, technical comprehension of audio visual equipment, classroom environment, and cultural enrichment.

In order to stimulate interest and awareness on the part of local education agencies in the further development of teacher in-service and teacher aide utilization, a practicum for college undergraduates is currently under way for practicum students selected by the College of Idaho. At no time has a similar activity been undertaken in this area. Further, it is anticipated that with the coming year, practicum students from four institutions of higher learning will be involved in the project.

The role of the practicum student will be that of performing supplementary teaching services throughout the local education agencies under the supervision of the project team.

Endeavors related to the planning and development of facilities, programs, and resources for special education pupils have exceeded expectations. As pointed out in a previous section of this report, 14 trainable mentally retarded pupils never before enrolled in a public school system are now enrolled, with the local education agency providing teacher and teacher aide services and the project providing continuing consultive services, as well as coordination of resources for the development of a sheltered workshop program.

Services for mentally retarded pupils are expanding at a pace exceeding all expectations. One local education agency has requested from the project, an evaluation of their special education program. Through their association with the project, they are viewing special education as a total concept with long range objectives. In support of this, their budget planning for 1968-1969 calls for the employment of a Director of Special Education, a School Psychologist, a Speech Therapist, and additional special education teachers and teacher aides. Presently, Title I and Title III programs are cooperatively providing Perceptual Coordination Specialists in a teaching role. It is envisioned that a team approach similar to that of the project will be utilized.

Five local education agencies are planning similar services, but because of their rural nature, in a more limited way, i.e., the cooperative implementation of facilities and shared services. One local education agency is currently in the process of planning for the reorganization of several two, three, and four room elementary schools into a unified educational complex. The educational specifications include facilities for special education and remediative programs.

As a result of project efforts, of the nine local education agencies participating in the project, one is redesigning their former special education program in terms of a total concept. Seven will, for the first time, be providing facilities and/or services that will indirectly affect 1,000 exceptional pupils.

Thus, the project is experiencing a measurable achievement status in terms of the directional structure. With the development of subsequent programs and services, combined with employment of specialists and sharing of resources, project administrative services will diminish, while pupil personnel service will increase. It seems clear that with the isolation and expansion of the foregoing procedures, the project can be carried forward with diminishing federal support.

DISSEMINATION

Project information was disseminated in the following ways:

I. Project staff conducted 34 public speaking engagements at which 1,164 persons were in attendance. Speaking engagements included such groups as cultural, educational, and related agencies.

II. Project staff, in conjunction with supportive consultants, conducted 17 educational demonstrations, 7 workshops, 14 teacher and teacher aide in-service units, 12 adult therapy sessions, and one special education college sponsored workshop. The total attendance of persons involved in these activities was 303.

III. In addition to continuous radio and newspaper coverage of project activities, both television and newspaper features were provided on a regional basis.

IV. Bimonthly newsletters and periodic one-page flyers covering project activities were mailed to individuals, service groups, related agencies, and institutions. Film slides and educational television tapes were used as local and regional dissemination media.

V. Six hundred fifteen unsolicited requests for information were received.

The costs of dissemination for the project during this budget period are estimated at $1,950.00.

BUDGET PERIOD COSTS

Costs for the budget period covered by this report were:

$170,923	Total Cost.
$ -0-	Total non-Federal support.
$170,923	Total Federal support under Title III, P.L. 89-10.
$ -0-	Total Federal support other than Title III, P.L. 89-10.

PART III PROJECTED ACTIVITIES
APPLICATION FOR CONTINUATION GRANT

I. No additional objectives have been developed for the proposal as a whole; however, in light of the current achievement status of the project, it is anticipated the major emphasis of the project efforts for the second operational year will be directed toward the expansion and application of the consultive, demonstrative, and resource mobilization function, as described in the project structural thrust.

Field contacts with teachers, principals, and administrators will be maximized. The emphasis of such contacts will be directed toward the application and implementation of procedures developed during the first operational year. For further information, see the SAP papers.

Particular attention will be paid to the definition of intermediate objectives, evaluative techniques, project communications, and mobilization of resources that will establish project endeavors while decreasing the need for Title III funds.

II. Evaluation of the first operational year indicated additional educational needs. These needs include:

A. Inclusion of audio visual media, such as educational television equipment and materials to facilitate the demonstration of prescriptive techniques basic to in-service, teacher aide, and special education implementation.

B. Documentation and dissemination of prescriptive techniques.

C. Additional training films and film strips to facilitate demonstrations.

D. Emphasis on programmed language media to implement prescriptive techniques.

E. Refinement and further diffusion of specific ~~special~~ action procedures including the implementation of current planning for gifted students and volunteer parent activities.

F. Escalation of resource development designed to establish the project as a nucleus in a regionalized program of mental health currently in the planning stage.

WORK EXPERIENCE PROGRAM AT VALLIVUE

PROJECT "A B C"

I. Abstract: A program to assist students in gaining needed work experiences to develop proper attitudes, skills, habits, and an understanding of the world of work as well as to emphasize the needs of developing proper social skills and communications. Students age 16-21 in the borderline category are placed in an informal academic learning situation. Heavy emphasis will be on individual counseling and informal teaching techniques.

II. Statement of Need: Local participating school districts are unable to supply a program of social skill adjustments and work experiences for this level of students. A preliminary survey indicates 25 high school students in this category as well as 5 dropouts who would profit from such a program. Further survey work and closer identification indicates possibly 40 students per year for the next three years would be eligible.

The research accomplished in this area indicates that it is not extremely difficult to find job placements for this type of student, but rather, keeping him on the job because of other than job skill factors was the real problem. Employers relate the need for social skills in the areas of communication, interpersonal relations, grooming, personal habits, punctuality, attitudes, and responsibility are a must for job success and security in an employee.

III. Objectives:

A. To develop those social skills considered essential to employer-employee relationships.

B. To develop personal attitudes and habits required to successful human relationships.

C. To develop minimal acceptable work skills in the student.

D. To provide a realistic approach to meet the needs of students who might otherwise be "dropouts."

IV. Procedures: PROGRAM SPECIFICATIONS AVAILABLE UPON REQUEST.

V. Planning: The basic design tailors the program to fit the abilities, interest, and potentials of the student. Because formal academic learning may have stagnated or terminated with this student, the approach will be informal with a functional curriculum designed to meet his needs as an adult. With the success of this student in completing the program, his potential for better community acceptance will follow.

Vallivue School District will sponsor the program with the other seven schools actively participating. Tuition and transportation are the responsibility of the home district. Facilities and staff will be contracted by Vallivue. The State Board of Vocational Education will participate in funding 50% of the actual cost of the program. The work coordinator will supervise the total program.

VI. Evaluation and Follow-Up: Evaluations will be based on the supervisor's reports, employer's reports, student progress, and parental opinion of the total program. The supervisor shall follow up, after the program completion by the student and the placement of the student on the job for a report by the eventual employer for a determination of the total results of the program in relation to the student's "after program" success.

CONTACTS AGREEABLE TO PARTICIPATION

Edmark Motor Co.

Burns Chevrolet Co.

Garber Motor Co.

Sears Roebuck & Co.

Blakely Nursing Home

Mollerup International Farm Equipment Co.

Gemco Farm Equipment Co.

Kit Trailer Homes

Idaho Department Store

J.C. Penney Co.

Mc Cluskey Drive-In

College of Idaho - Food Services

Homedale Nursing Home

Idaho State School & Hospital

Saratoga Hotel

Developmental Services for Exceptional Children

Dr. Colson, Dentist

Holiday Motel

Norris Music Co.

Caldwell Memorial Hospital

Honda Sales of Caldwell

Albertsons, Inc.

Paul's Buy Low Grocery

Sundowner Motel

CONTACTS MADE WITH PARTIAL ACCEPTANCE

Higer Plumbing

Lennox Heating Co.

Pennywise Drugs

Campbell Body & Fender

Conoco Service Station

SAP EVALUATION SHEET

The desire for continuation is reflected in the response of the superintendents who view this procedure as a cooperative and efficient use of resources meeting here to face unmet needs.

Of the 16 students representing 6 local education agencies, 8 students have been successfully placed in work experiences. A comparison post and current school attendance records of these students reveals that prior to enrollment in the work experience activity, their cumulative rate of absenteeism was 99½ days as compared to the current rate of 9 days.

Anti-social attitudes and hostility traits which were prevalent throughout the first few weeks have nearly diminished. Pre and past photographs clearly evidence positive changes in their grooming and personal presentation.

Implementation occurred much sooner than expected for school programs, thus the anticipated results exceeded expectations. The cooperation of the Vocational Educational Department in funding this pilot project was instrumental in early implementation. An unanticipated degree of enthusiasm and acceptance of the program by businessmen in the area is evidenced by many and varied placement stations that are available.

The educational institutions have been effected by this SAP in that they recognize this as a program to fulfill the needs of this group of students, which the schools were not fulfilling and the acceptance of the design submitted. No doubt the implementation of this design to an ongoing classroom program is the greatest factor of change. There have been requests for enrollment from 4 nonparticipating schools as well as several parents outside of the area (Melba, Nampa, Emmett, Fruitland). Indications are that Project "A B C" as designed and implemented by this project will evolve as the catalyst agent for initiation of similar programs in the region. At present, the project for the social adjustment work experience program is 50% funded at the local level. Because the Vocational Education Department will fund 50%, the program should continue on this basis. The need for ancillary personnel for special diagnostic services will be supplied through the Developmental Services personnel; however, plans in the district call for early employment of such personnel. The State Department of Education, Special Education Department, will accept students qualified for special education needs at the present three-for-one average daily attendance funding as specified in Idaho Code 33-2005.

The SAP information was disseminated by widespread newspaper coverage by Caldwell, Nampa, and Boise newspapers. Two five-minute radio broadcasts on KCID were also made, and a TV program taped for release.

An outgrowth of this SAP that can be effectively utilized by LEA's is an activity involving social rehabilitation processes (see attached exhibit).

EXHIBIT A

I. Abstract: A field trip was taken by the ABC students to the Idaho State Penitentiary, Boise, Idaho, to reinforce the objectives of educational rehabilitation of socially nonacceptable persons. The total aspects of admissions, diagnosis, evaluation, educational and vocational rehabilitation and release were thoroughly discussed by prison personnel. A visit through the prison wards was taken, this being the only group to have had such a privilege in many years. Actual investigation of the rehabilitative process by the students was allowed and discussed freely with prison employees and a few inmates. Development of the educational structure by which social evolvement into acceptable individuals through personal image projection was emphasized.

II. Statement of Need: The students in the ABC Project have had many failures and lack self-confidence and the knowledge of their individual worth. In an effort to develop the student in the social demands of the working world, the student's personal image needed enhancement and projection as worthwhile. The observation of more unfortunate individuals and the opportunity for rehabilitation might create the motivation in the student.

The high school age students in Project ABC needed immediate strengthening of personal image. As such, the thought that others in greater need do accept their status and take advantage of rehabilitative assistance, could aid the student in overcoming some negative aspects of his personal attitude.

III. Objectives:

A. Positive attitudinal development in regard to rehabilitation efforts.

B. Attempt to develop positive self-image.

C. Recognition of the value of educational opportunity for self-development.

IV. Procedures: Preliminary discussion was made of the status of the people incarcerated in the penitentiary and their relationship to society and normal acceptable behavior. On-the-ground visitation of the State Penitentiary for investigation and observation of the inmates and the opportunities available for social educational and vocational rehabilitation. Discussion with prison personnel concerning the program. Evaluation and discussion upon return to the classroom.

V. Planning: The proposal was planned with the work-coordinator and the principal of Vallivue School. After initial phase was accepted, the necessary planning with transportation and prison officials was completed. The actual visitation was made through the efforts of school supervisors, school transportation, Warden Stiles, several prison guards, and other employees of the Idaho State Penitentiary. Overall coordination was accomplished by the Developmental Services Special Education Consultant.

VI. Evaluation and Follow-Up: Following the visit to the prison, group discussions were held allowing the students complete freedom of expression. The relationship of social outcasts, their individual problems, prison life and available rehabilitation opportunities, the prisoners' attitudes and final parole, and social acceptance were thoroughly evaluated by the students. A correlation was established between the prisoner and these students with a realization that individually, as students, they do have greater opportunities for advancement. Each related that his position for image development was in a more positive state than he had visualized prior to this field trip.

"The greatest discovery of my generation is that human beings can alter their lives by altering their attitudes of mind."

William Jones

The first group of students met with Mr. Chuck Banks, the Work Experience Coordinator for the Interdistrict Educational Program for Vocational Skill Development and Social Adjustment of Employable Youth, ages 16-21. The Learning Center for Exceptional Children, Caldwell, has designed the program and coordinated efforts of the public schools and the state department of vocational education in implementation of this class. Consultive and diagnostic services will be offered as the program continues its function of educational assistance to the educationally deprived.

VALLIVUE VOCATIONAL EDUCATION WORK TRAINING REPORT

Name of Student ______________________ Date ______________________

Name and address of employer, institution, or organization ______________________

Date training began ______________________ Period covered by report ______________________

Time lost because of illness, etc.(days absent) ______________________

Please place an (X) over each phrase which best describes student and his work, and progress, where applicable.

1. Makes an excellent appearance	Usually neat and clean	Sometimes neglects appearance	Should improve appearance	6. Recognizes work to be done and does it.	Sometimes goes ahead in work not assigned	Performs regular duties only	Seldom seeks other work than duties
2. Personality is outstanding	Has a pleasing personality	Personality is unimpressive	Does not get along with others.	7. Wise in actions and in making decisions	Usually shows sound judgement	Sometimes shows lack of judgement	Lacks ability to make decisions
3. Unusually enthusiastic about work	Shows interest in work most of time	Interested in certain phases	Should show more interest	8. Outstanding in production and work	Exceeds the average	Average	Below Average
4. Goes out of his way to cooperate	Is usually very cooperative	Helps only when asked to do so	Loes not work well with others	9. Always on time	Occasionally late has good excuse	Occasionally late poor excuse	Frequently late poor excuse
5. Reliable in following directions	Usually follows directions well	Sometimes careless in following directions	Cannot be relied upon	10. Communicates exceptionally well with supervisor	Has good communication with supervisor	Has trouble with his communication	Does not attempt to communicate

What human relation problems would you like school work with in re: student: ______________________

____

Signed ______________________ Use back side for additional comments.

Vallivue Junior-Senior High School
BOX 56-J, ROUTE NO. 4
CALDWELL, IDAHO 83605

ERNIE KNEE
PRINCIPAL
LAWRENCE LaRUE
VICE PRINCIPAL

Dr. John Beitia
Exceptional Children Learning Center
Caldwell, Idaho

Feb. 12, 1968

Dear John;

This is to introduce Miss Linda Byington, student in the Vallivue Vocational Education program. Linda has progressed in the classroom portion of this program and is now ready to proceed with the "on the job training" section.

We feel that Linda necessary aptitude and desire to work with small children. She is ready to go to work immediately.

If you are willing to place Linda in a training position, it will be deeply appreciated. We will counsel with Linda regularly and with her supervisor in regards to her progress and development.

Sincerely,

Charles C. Banks

Charles C. Banks
Work Experience Coordinator
Vallivue High School
Caldwell, Idaho

Temporary placement as teaching aide trainee at lab. (Center) school and with Mrs Nowland, Speech therapist. JB

UTILIZATION OF DEVELOPMENTAL SERVICES FACILITIES FOR THE DEMONSTRATION AND EVALUATION OF PROGRAMMED TEACHING MEDIA

I. Abstract: This project will demonstrate, evaluate, and explore utilization of programmed teaching media as such are applicable to the establishment of pupil baseline data and development of programmed curriculum materials as well as to explore the extent to which teacher aides can be utilized in the efficient use of such media.

II. Statement of Need: Schools and educators in the area served by the project have had few, if any, opportunities to observe advanced learning systems and electronic teaching media that may strengthen educational approaches designed for disadvantaged children. The nature and cost of such media, and the geographical nature of the participating schools make individual school demonstrations and evaluations inappropriate.

Pupil baseline data for migrant and exceptional children is, in most instances, insufficient and difficult to establish. Because of the unique educational backgrounds, enrollment patterns, and special needs of such children, area educators are at a loss as to an efficient and workable solution. In many instances, language and/or perceptual difficulties on the part of such children merely reinforce the lack of educational progress.

III. Objectives:

A. To demonstrate concepts and uses of automated teaching devices for educators and other interested persons.

B. To explore educational value for various categories of pupils displaying exceptionality.

C. To explore value of media in establishing pupil baseline data, and to precisely measure educational growth of the pupils involved.

D. To determine the extent and efficiency with which teacher aides can be utilized in the use of such media.

IV. Procedures: From information provided by regional education laboratories and related Title III projects, a list of probable resources for obtaining media was secured. On a loan basis for a period of two years, an automated communicator programmed to the Michigan Discrimination Media and the services of a programmer were obtained.

V. Planning: A specific part of the daily schedule allows for demonstrations to teachers, school officials, and interested persons from the immediate region. The Developmental Services Laboratory Director and teachers design and evaluate programming techniques. Teachers will be provided the opportunity for orientation as to methods for utilization and adaptation of programmed media to pupil's daily lesson plan. A parent will be recruited for the purpose of training and orientation as a programmed media technical aide.

VI. Evaluation and Follow-Up: See SAP evaluation.

SAP EVALUATION SHEET

Over 200 educators, parents, and patrons attended demonstrations of electronic communications media. Various categories of pupils displaying exceptionality were provided with a week of experience on the media. Teacher aides were provided orientation and training in the use of the media.

Initial use of the media was accomplished without financial obligation to the project. Many educators stated they were encouraged by the possibilities of media and are looking toward the utilization of programmed media in remedial and migrant curriculum structure.

The greatest change resulting from this SAP appears to be a recognition on the part of educators that valuable supplementary teaching media has been overlooked and can be utilized in ways that will not overtax their budgets.

SAP information was disseminated by local and regional news media, radio interviews, a series of demonstrations, project news letters, and letters of invitation to local service groups and individuals.

Educators are looking to resources such as cooperative use of programmed media as well as the utilization of resources other than the general budget for the purchase of media. At least three LEA's have already utilized Title I and NDEA funds for the acquisition of educational TV, Language Masters, and programmed materials. The possibility of developing a "technical aide" orientation and training program utilizing both volunteers and "work-study" approaches is being explored.

".....there is definitely a place for you and the Design for all of us holds nothing but good."

Margaret A. Neuber

The News-Tribune
January 12, 1968

Exceptional Child Center Tests Electronic Center

A STUDENT AT Caldwell's Exceptional Child Center tries out a mechanical training device manufactured by Ebron Inc. of Boise. Watching are Dr. John Beitia, a member of the school staff, standing, and Robert Stewart, director of the school. The center was using the machine as a tryout basis for the last two weeks.—(Staff Photo)

CALDWELL — The students and staff of Caldwell's Exceptional Child Center have just completed a two-week tryout of an electronic trainer and a Boise company is hoping the experiment paves the way for use of the machine in schools throughout Idaho.

The machine, an X3R Communicator, is an electronic trainer designed for use by students of all ages and levels of competency. It is manufactured by a Boise company, Ebron, Inc., and was nine years in the developing.

The X3R was used for instruction in mathematics and language arts during its two-week test period at the Exceptional Child Center, using the Michigan Language Program and the Ebron Mathematics Series.

The News-Tribune
January 12, 1968

The Michigan Language Program is a reading and writing program which takes a learner from no knowledge of reading to independent word attack. The Ebron Mathematics Series provides both concept development and special practice for increased retention on mathematics from simple number recognition through the 13 multiplication tables.

In addition to mathematics, say the developers of the machine, the machine can be programed for language arts and can also be used as a quick and efficient method of finding the student's level of profficiency in arithmetic, motor response and rate of recall.

The machine was developed on the basis that all learning tasks must be intrinsically rewarding in order to be learned and maintained by all children, that there is a progression of skills which all mature students develop, (a few spontaneously, most with help) and that achievement is limited, to some degree, by any deficit in perceptual skills.

The device controls the attention of the child through the use of color contrast, size of print or intensity of sound, ordering of tasks from simple to complex, the use of extremely simple verbal or visual directions and classroom control techniques which provide maximum security for the child.

Under such conditions, claims Ronald Olsen, president in charge of manufacturing for Ebron Inc., the child is able to make all decisions by himself while working on a task. Independent work habits, he says, develop while dependency behaviors and other self-defeating habits extinguish readily.

"Praise and punishment are not necessary to the success of these materials," Olsen said.

He notes that the machine and its programs are extremely versatile and have been used without modification for beginning instruction for normal children during regular class periods, as self-instruction for slow starters in regular classrooms, for retarded or perceptually disturbed students, for the emotionally disturbed or those with chronic reading disabilities and at Job Corps Centers and adult literacy centers.

Olsen also explained that while most recent developments dealing with automation in education use programed instruction as its program basis, and make use of a student-paced, relaxed style of learning, the X3R Communicator has introduced a completely new style.

At various stages, the unit is machine paced and engages the student in a short but highly motivated session of intense concentration. A combination of lights, chimes, bells and score counters carefully build a fascination for the learning process being used. This motivated session considerably decreases the time necessary to learn a new concept or a set group of facts and systematically and scientifically increases the student's ability to retain new material.

The X3R is also equipped with a remote readout that records the discovery or learning time, the total score, the number of errors, the number correct and the average reaction time for the problems on any one test. These scores are then charted on a student progress chart to be used for evaluation.

PROJECT "OPPORTUNITY"

(Sheltered Workshop Program)

A preliminary investigation.

I. Abstract: A program to educate the trainable mentally retarded to the maximum of his ability in a functional life experiences curriculum designed to aid him in gaining as much independence as possible. Early phase, (C.A. 6-15) includes a functional educational program, while the advanced work experience will be for age 16 and older participants who can accomplish productive labor. Cooperative efforts of community resources will be involved in successful implementation and operation of this type of program.

II. Statement of Need: The original survey for the project revealed 90 trainable mentally retarded in the area to be served. Present public school programs offer no continuation of skill development for any type of employment. These people are able to work under supervised conditions and in special areas of labor; therefore, the program will offer a continuation into adult life as well as a functional classroom program for the younger students.

There is not a public school program in the project area that can supply the curriculum for this group at present. The importance of a total program cannot be overestimated in both the educational and employment development of these people. The sequential program is of utmost importance to follow through from the classroom to a productive labor situation in which a near normalized arrangement is developed.

The only resource available to the trainable within the project area at the present is the Developmental Services classroom, which will be phased out in the immediate future.

III. Objectives:

A. To develop attitudes and skills that will be needed by the student within his capability as an adult.

B. To develop independence of personal abilities within each student's potential in home and community activity.

C. To offer a program of productive labor by which the participant may become employed within the supervisory nature required.

D. To develop individual skills in accomplishing productive labor and self-care.

E. To encourage cooperative efforts of community groups in program operation.

IV. Procedures: The trainable mentally retarded is given a total functional classroom program to develop his potential as a worthwhile individual who can operate by himself within his ability. The sequential program of work experience and productive labor sequence will produce a positive mental condition toward work and the world of work. The total program should develop the trainable mentally retarded to assume a position in society as near normal as he is capable of assuming within his ability.

V. Planning: Still in preliminary stages, the planning includes contacts with individuals, community groups and parents, scheduling of discussion groups and community presentations, whereby the program needs will be disseminated and a formal design determined and complemented. Assistance will be obtained from the Idaho State Mental Retardation Planning Director. Idaho school law will be investigated as to the relationship of the trainable mentally retarded to the educational program of Idaho. Program needs, facilities and finances will be discussed and investigated. Preliminary design of facilities needed and funds necessary for staffing and operation as well as involvement of community groups, schools, parents, and public for preliminary program acceptance will be explored. An acceptable administrative structure is desired for accountability and responsibility. This would insure state educational funds for the academic program with other governmental agencies supplying financial assistance in other program areas.

It would be desirable for community groups, business and industry to promote community acceptance and assistance both physically and financially. A professional staff qualified to promote and operate this type of program would be basic to implementation.

SAP EVALUATION SHEET

Parents of trainable mentally retarded pupils accept and support the sheltered workshop concept plan and are currently assisting in the planning for obtaining a holding facility pending the development of a workshop facility.

Additional reinforcement is evidenced by cooperative planning of state and related agencies, such as the State Department of Education, Idaho State School and Hospital, the Idaho State Mental Retardation Planning Board, Vocational Rehabilitation, Canyon County Public Health, Canyon County Mental Retardation Association, Southwest Idaho Cerebral Palsy Association and the nine participating local education agencies.

THE CLOVERLEAF PROPOSAL

(4H Program for Trainable Mentally Retarded)

I. Abstract: A program designed to acquaint the trainable mentally retarded with the leisure-time recreational facilities that they are able to participate in on an individual or group basis. Presently, this opportunity for such training and participation is unavailable. Also, projects for self and home care will be taught in order to develop skills within the participants potential ability. Future adult participation on a positive basis is the desired result.

II. Statement of Need: A survey of group activity for the trainable mentally retarded in the Developmental Services school for other than school activities reveals a lack of such programs. The trainable mentally retarded can effectively participate in selected recreational and instructional programs if designed within his ability level.

Many groups and organizations have programs designed to accommodate most exceptional students. However, there does not appear to be any acceptance of the trainable mentally retarded in these programs.

III. Objectives:

A. To develop independent attitudes toward recreational and cultural activity.

B. To develop minimal skills in group activity as well as coordinational skills for active participation.

C. To develop self-care and home-care attitudes which will give the student as much self-confidence and independence appropriate with his ability.

D. To develop community centered resources that will provide educationally allied activities involving persons and groups more noneducational than educational.

IV. Procedures: The activity within the 4H program is to be supervised by 4H personnel. A project leader will set up meetings for approach to recreational understanding and participation with the assistance of student aides. The Developmental Services staff will be available as consultants.

V. Planning: This is primarily based upon an out-of-school activity designed to acquaint students with other than school experiences. The 4H personnel of the County Agent's Office and the State 4H Director will supervise the project. The 4H leader will be recruited with high school students being involved as aides.

Contacts with 4H leaders and directors have indicated a desire on their part to develop a program appropriate for the trainable mentally retarded. Parents and community groups of the trainable mentally retarded have reacted favorably to the proposal. The basic design will fall within the format of the 4H program with emphasis on the recreational activity and home and self-care instruction.

The project leader will be responsible for programming with assistance from high school aides. The 4H county leader and the county extension agents will assist in total operational procedure and evaluation. The Developmental Services will coordinate understanding of the students and their potentials as well as provide consultant services to the leader and county extension agent.

VI. Evaluation and Follow-Up: Careful recording of the program as it progresses will be maintained. Overall subjective evaluations by leaders, consultants, aides, and parents will be required to determine the worth of the program and possible revision of future design.

(ACTIVITY PLANS AVAILABLE ON REQUEST FROM PROJECT OFFICE.)

IDAHO EDUCATIONAL DEVELOPMENT CENTERS
AND SERVICES FOR EXCEPTIONAL CHILDREN
Title III - P.L. 89-10 ESEA

OPERATION "CLOVERLEAF"
A Cooperative Venture

Canyon County
Extension Service

BASIC PRINCIPLES FOR LEADERS IN PROJECT "CLOVERLEAF" FOR INSTRUCTING MEMBERS

The participants in this project are unusual in their relation to the normally accepted learning patterns of young people. You will find in working with them that progress in learning new tasks is often slow and tedious, often you will feel that it may be extremely slow. However, they are able to succeed if we can design the learning steps to fit within their learning capabilities, remember to make these steps concrete and as simple as possible. You will need to realize that normal instructional patterns of telling or lecturing are not sufficient. Rather, you must demonstrate and assist them in actual participation in whatever you wish to teach them. The eventual satisfaction that you will realize in working with trainable children will certainly be a reward worth seeking once you have attained such success.

1. Mental age is possibly the most important consideration in attempting to teach trainable members. The normal progression of skills is somewhat altered by conditions of the activity or the situation at the time. All activities must be taught in small, concrete, specific steps so that sequential development occurs. Not all activities are compatible with the ability of the trainable; therefore, the leader must evaluate the possible use of any type of activity very carefully in order to develop desired outcomes.

2. These club members will respond better to activity rather than to a lot of talking. Be careful to make the explanations simple and the demonstrations short and complete. Each detail of the activity must lead from the simple initial step to the final objective, but each step must be learned before proceeding to the next.

3. Keep in mind that the attention span of these members is very short. Their interest must be centered on the activity, otherwise, there will be no stimulation to participate or to learn.

4. Retention of an activity or a portion of it is difficult and must be repeated as it will be a mechanical learning. Therefore, the individual steps to be learned in order to accomplish an activity must be repeated many times, and often the member will need a great deal of assistance, before retention occurs.

5. The factor of emotion must be uppermost in planning the activity if one is to teach the member. We all enjoy learning when it is fun, and will participate more actively. Remember to make it fun and pleasurable for the members to join in the activity.

6. Ability to concentrate and retain is a short timed approach to learning with these members. Be sure that motivation and interest occur with the activity and when they do not, move on to other things. Their attention can be held by repetition and forced participation for a short period. Keep interest high when you stop for the meeting so the next session will be looked to with anticipation.

7. Keep your steps simple and concrete. Any rules or regulations must be understandable and within the ability scope of the members.

8. The physical development and coordination is important in this type of program. The member will no doubt lack all muscular coordination to some degree; specifically, in fine motor coordination. The leader must remember that the development of the larger muscles will need to occur prior to the fine coordination muscles; therefore, in the beginning of an activity, utilize large objects and work toward smaller ones in arriving at the ultimate objective of coordination.

9. Make every effort to promote the enjoyable qualities of an activity and design the procedure with this in mind. The leader may interpret the activity in a different light than does the member, but if it is "fun" to learn, then both the leader and member will attain the level desired. Again: keep the ability of the member in mind to program the "fun" in learning.

10. Leaders should always remember "one can learn from those being taught" and can adjust techniques to improve understanding and retention of an activity. No one method is the best for everyone, each member is an individual and learns as such.

The Caldwell News-Tribune

ASSISTING WITH THE newly organized 4-H project for trainable retarded children are members of the Caldwell Future Teachers of America, left to right above, Rhonda Richart, Paulette Pilote, Patty Johnson, Wanda Albertson, Mrs. Emily Rainey of the County Extension offices, and Barbara Tirvis. (Staff Photo)

Pioneer 4-H Effort Launched

A pioneering effort in 4-H has been launched locally under the cooperation of the Canyon County 4-H supervisors and the Learning Center for Exceptional Children.

In this program, trainable retarded children will have the opportunity to participate in 4-H activities.

When preliminary investigation revealed that the students of the Learning Center had no similar activity, formalized plans were made and launched.

Through the efforts of the 4-H supervisors, Max Gardiner, project leader, Mrs. Emily Rainey and Mrs. Dave Brady, and consultants from the Learning Center, with the assistance of Mrs. Beatrice Dillabaugh, FTA advisor, recruits for assistants to the leaders were made.

The recruits recently participated in a workshop conducted at the Learning Center, where they heard a discussion of teaching techniques for the retarded by Mrs. Phyllis Pulbicover.

Later, in a conference with Dr. John Beitia of the Center and Mrs. Rainey, they discussed the program design, objective and capacity for learning of the enrollees in the new 4-H program.

Next phase of the program will include a familiarization meeting of students and assistants, assignment of assistants, and planned activity.

Meetings are tentatively scheduled for twice a month, with a variety of recreational activities planned.

March 25, 1968

SERVICES FOR IMPROVEMENT OF MIGRANT EDUCATION

I. Abstract: The purpose of this action process is to assist teachers and school officials in methods and procedures designed to meet the needs of migrant children experiencing learning difficulties because of language barriers by (1) assisting schools with the design and implementation of programmed educational and cultural media, (2) the coordination of recruitment and orientation of Spanish-speaking teacher aides, and (3) the exploration of a volunteer home visitation corps which would provide classroom carry-over value and cultural advancement.

II. Statement of Need: The educational needs of migrant children and the difficulties schools experienced in meeting these needs were determined through a series of visits, discussions, and meetings with teachers, school officials, migrant groups, and related agencies such as the Office of Economic Opportunity, Community Action Committees, migrant labor camp personnel, the State Department of Education, higher institutions of learning, and assessment of educational records and experiences of migrant pupils. The lack of any central staff for coordination of resources and services is a barrier to implementation of programs.

The needs were assigned priority because evidence from enrollment records established the average migrant pupil enrollment to be 31.5 days per school term, making baseline data and educational gain difficult to establish. Observation from educators established that the majority of pupils experience some degree of difficulty with the English language and that relatively few teachers have a knowledge of the Spanish language, thereby providing an unproductive educational atmosphere during the enrollment of migrant pupils. Evidence from migrant adults and officials of migrant related agencies showed that there is a need for educational and cultural carry-over activities in migrant homes.

III. Objectives:

A. To evaluate and demonstrate programmed media designed to cope with language barriers, short-term enrollment factors, and elusive baseline data collection normally experienced with migrant pupils.

B. To organize Spanish-speaking teacher aide orientation designed to familiarize teacher aides with classroom procedures and to provide orientation to teachers in the most productive ways of utilizing the services of such aides.

C. To organize (from college student groups) a corps of volunteers to provide "educational carry-over" in migrant homes.

D. To explore and strengthen communications and planning among various groups and agencies offering migrant services.

IV. Procedures: Programmed teaching devices will be acquired from sources desiring evaluation and/or demonstration services. The Developmental Services program will be utilized to provide demonstrations for teachers, teacher aides, and principals. Emphasis will be placed on classroom invironment, methods of data collection, and behavior modification.

Resource development meetings will be coordinated involving educators, migrant related groups, and higher institutions of learning preparatory to organization of teacher aides and volunteer corps.

V. Planning: Invitations to programmed media designers will be extended suggesting the Developmental Services Program as an evaluative or demonstrative facility. The scheduling of demonstrations will be coordinated to provide for both release time and non-release time observations. A team approach to include Developmental Services specialists, educators, officials from migrant related groups and the State Department of Education (Title I) will be developed for orientation of Spanish-speaking teaching aides and volunteer corps.

VI. Evaluation and Follow-Up: Pre and posttesting procedures will be implemented. Teacher and teacher aide evaluations will be conducted, as will noneducational personnel evaluations.

Comparative enrollment, educational gain, and pupil attitudinal data will be recorded.

SAP EVALUATION SHEET

While some progress has been evidenced, the seasonal nature of services involving migrant pupils and programs has been a deterrent toward implementation of objectives. Meetings with various agencies involved in migrant planning have been encouraged by project staff in an effort to eliminate duplication of services and to develop cooperative use of resources.

The SAP endeavor in which the anticipated results have exceeded expectations has been the expediency with which pupil referrals are processed among those related agencies providing services to migrants. Thus, 27 pupils and 11 families have directly benefited as a result.

At least one L.E.A. will, for the first time, employ Spanish-speaking teacher aides in the regular school program. Recruiting and classroom orientation of aides is available from project staff. Five volunteer aides from the College of Idaho are being utilized by L.E.A.'s as cultural enrichment aides for deprived pupils.

SAP information was disseminated by forums and panels involving related agencies, planning sessions with teachers, school officials, and migrant supervisors.

Increase of funds for migrant programs through Title I, combined with the Office of Economic Opportunity, Community Action Committees, and Idaho Farm Workers, when coordinated through project staff efforts should provide a continuous program of service for migrant and culturally deprived pupils without federal support from this project.

With new programs and new funds available for migrant services from both state and federal sources, a significant change is in sight. It is essential that these new resources be used well, so that the value of such support is demonstrated clearly in educational gains.

SUMMARY OF EDUCATIONAL NEEDS FOR MIGRANTS

1. EQUAL OPPORTUNITY. Migrant children, youth and adults need educational programs which offer them the same opportunity for maximum development as that which is available to any other group.

2. IDENTIFICATION AND CITIZENSHIP. Educational programs should be planned to help migrant people identify with the community and with the country as participating citizens.

3. ATTITUDES FAVORABLE TO SUCCESS. Migrant people need educational experiences planned to develop and strengthen self-confidence and self-direction.

4. RELEVANCE AND MEANING. Educational programs should be directly and immediately related to the experiences, needs, and goals of migrant people.

5. MASTERY OF ENGLISH. Schools should provide systematic instruction in the English language, both for children and youth who speak a different language and for those who speak nonstandard English.

6. VOCATIONAL GUIDANCE AND EDUCATION. Schools should lead directly to improved vocational opportunities for members of migrant families.

7. BETTER LIVING. School programs should assist migrant people to deal with problems of daily living under camp conditions and to develop the skills and knowledge needed for better living.

8. KINDERGARTEN AND PRE-SCHOOL PROGRAMS. Young children of migrant families should have opportunity to attend kindergarten and preschool. programs.

9. INDIVIDUALIZED LEARNING PROGRAMS. School programs for migrant children and youth should be based on the individual needs of each pupil.

10. BROADENING BACKGROUND AND INTERESTS. Migrant people need compensatory experiences and activities planned to develop understandings, interests, and expressive ability.

11. SECONDARY EDUCATION. All migrant youth should be able to obtain a high school education.

12. ADULT EDUCATION. Programs of adult education should be available to migrant families.

13. CONTINUITY IN THE EDUCATIONAL PROGRAM. Schools which educate migrant children and youth need to improve cooperative planning and communication for greater continuity in their education.

14. SUFFICIENT SPECIALIZED PERSONNEL. Fundamental to a good program is a sufficient number of teachers and other personnel trained in the special requirements of the recommended program.

15. ADEQUATE FACILITIES AND EQUIPMENT. Schools in the migrant areas should be supplied with the facilities and equipment needed for the recommended program.

16. FLEXIBILITY IN EDUCATIONAL ARRANGEMENTS. New ways for organizing and implementing educational programs should be developed.

17. SUPPLEMENTARY FINANCING. Additional finances need to be made available for educating migrant children, youth, and adults.

OPERATION "PT"

(Pretraining)

I. Abstract: Inherited with the funding of the Title III Developmental Services for Exceptional Children was the former Merri-Lyn School. The former students are presently categorized in several areas, but unite on commonality, in that they are considered to be eventually homebound as adults. This proposal project will include specific training procedures with emphasis upon two phases. Phase I will be conducted at the school, while Phase II will be pretraining to gear the child back into the home as a much more useful person. Phase I and Phase II are essentially designed to promote training toward sheltered workshop orientation. The project's responsibilities to this group originally was in the realm of evaluation only.

II. Statement of Need: After a careful survey of the public schools in the project area, it was realized that there is a complete lack of educational programming for the trainable mentally retarded. Further, a survey of the same area indicates 90 students are in need of such a program. Programs for these children are given a very low priority in the overall program planning of the schools, if they are given any consideration.

As a result of program limitations presently available for the trainable, it is assumed that the student will eventually relate to a constant homebound environment. As such, his potential will be negated to the point of worthlessness. To provide this student with training, within his specific needs and potential, is mandatory to release him from the prospective bonds of human vegetation. Therefore, a high priority is given to this proposal to begin the preliminary steps required to effectively plan and implement the program required to develop the abilities of this student within the school in preparation for adult life. Experiences that lead to a semblance of vocational productivity are required to develop an image that projects worthiness.

The desired effectiveness of the home-school cooperative plan will have greater impetus on total parental-student development. The realization of acceptance and abilities of the trainable are of great concern to the parent. Research indicates that the desired outcome of such a program has greater operational potential when the home-school communications are structured to guide the student through a planned program. At the present, the limits of this approach are quite noticeable, since only minor attempts have been made to carry out such efforts.

III. Objectives:

A. Development of pretraining curriculum for schools.

B. Development of pretraining homebound program and sheltered workshops.

IV. Procedures: Pretraining curriculum will include motor development, P.E. classroom sequencing, appropriate communication, academic skills (basic counting, reading), safety skills, perceptual training, and prework-shop training--tying, counting, stacking, gumming, wrapping, and cutting.

For further procedures, see the curriculum designed for pretraining under the SAP paper, "Developmental Services School."

V. Planning: The teachers of the Developmental Services School provide individual instruction for those students considered to be potential sheltered workshop participants through the major portion of the day (9:00 - 12:45).

Future emphasis will be placed on a sheltered workshop (see SAP paper, "Project Opportunity). Aide service on a daily and part-time basis will constitute time of 12:45 to 2:30 in the Developmental Services School, central home, or student's home. Mothers will be instructed periodically towards goals and will eventually accept these responsibilities.

Planning came through the evaluation phase and seemingly meets the desired preobjectives by planning, in that it establishes a criterion far more than just evaluation which meets the project standards.

Implementation of the procedures will be carried by the utilization of existing teachers of trainables, existing aides, and the training of one more aide.

The rotation phase will include each aide working with five students at a time in the Developmental Services School, five at a time at the central home and 1 to 1 ratio in the student's homes which will be on an itinerant schedule.

Parents will be involved in individual conferences (once every 3 weeks) and group conferences (every other week).

VI. Evaluation and Follow-up: Staff evaluation of both pretraining schedules will include time, increase in school curriculum by raw group data (both preimposed), and the home curriculum by raw group data proposed. Questionnaires will be sent to parents, teachers, and aides.

Curriculum designed for pretraining will be evaluated by school personnel. Specific objectives of each section of procedures will be reviewed.

SAP EVALUATION SHEET

The parent group (involving twelve parents) is actively engaged in the training group processes to facilitate structured carry-over from the pretraining to homebound involvement. This includes 1/2 day involvement on curriculum for sheltered workshops (seventeen students) and 1/2 day involvement on curriculum for homebound. Ongoing diagnostic teaching and extensive evaluation have been the basis for recommendations as suggested by the SAP paper, "Project Opportunity."

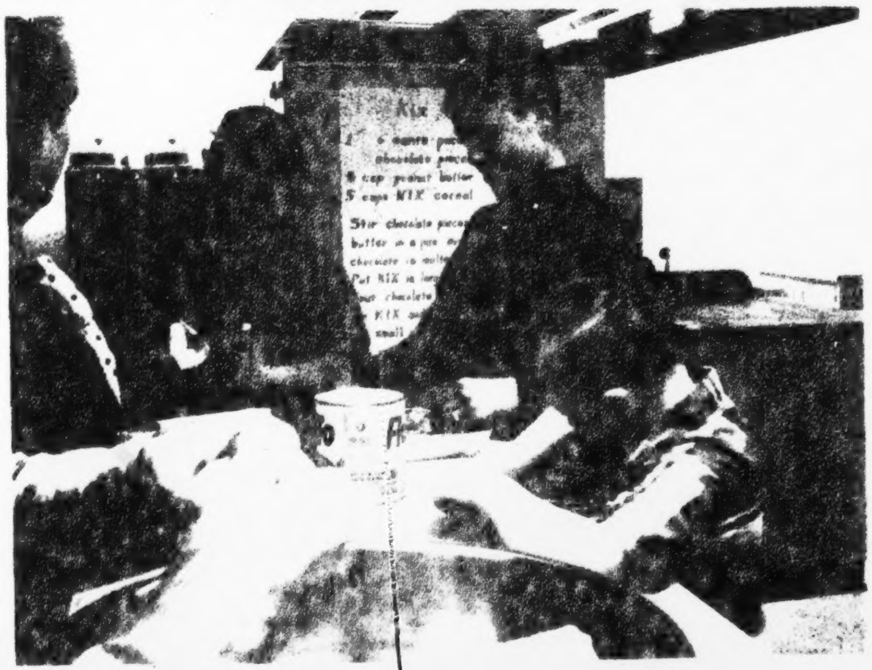
The result of this SAP which has exceeded expectations is the willingness of Local Education Agency #132 to continue employment of staff and aides to maintain the current level of educational involvement by providing: (1) a teacher, (2) aides, (3) educational specialists. There has been noticed an unexpected lack of trained teaching personnel and para-professional involvement for implementation on a structured and scheduled basis.

The greatest change resulting from this SAP has been the parent's willingness to accept the child for what he is. Some have seen the child as having assumed and demonstrated more responsibility in the school and home. This is evidenced by the size and conversations of the parent groups and the constant communications with the project specialists.

This SAP will be carried forward after the approval period by further development and mobilization of related resources in the avenues of local, state, regional, and federal programs.

"It is not good that man should be alone."

Genesis II, 18


Kix
chocolate pieces
cup peanut butter
5 cups KIX cereal
Stir chocolate pieces
butter in a pan
chocolate is melted
Put KIX in large
chocolate
KIX
small

DESIGN, CONSTRUCTION, UTILIZATION, AND EVALUATION OF MOTOR PERCEPTUAL EQUIPMENT AT DEVELOPMENTAL SERVICES SCHOOL

I. Abstract: The need for numerous items of perceptual and motor development equipment for the school program entailed a large outlay of funds. In order to cut down expenditures and improve on many commercial designs, the Developmental Services P.E. Staff and Consultant designed many units of equipment and these were built by local contractors and the Developmental Services Staff at great savings. The functional evaluation of these units will be determined at the end of the first year of use.

II. Statement of Need: The P.E. program is a basis for the project to improve motor coordination and perceptual abilities of these students. The relationships of ones body and the understanding to environmental factors is a required function if these students can better visualize themselves in their world. There was no equipment of any type to perform needed P.E. activities.

The physical factor of the students was deemed of most importance to overall educational functioning by them in the school program. Immediate acquisition was necessary and many commercial outlets were unable to make immediate or reasonably immediate deliveries. The Developmental Services had to provide needed equipment.

III. Objectives:

A. Equipment designed to promote physical education of the exceptional child in his muscular development and control.

B. Improvement of available commercial equipment in relation to function and cost.

C. Evaluation of such equipment for public schools as well as the project.

D. Development of local agencies as resources for construction of desired P.E. equipment.

IV. Procedures: See Section VI.

V. Planning: Discussions among the P.E. personnel and the consultant on the project created designs for types of equipment desired. Sketches and drawings were made with cost factors and functionality uppermost. Estimates obtained and bids were requested, then actual purchases made.

VI. Evaluation and Follow-Up: The equipment will be used for the school year. P.E. teachers will utilize all items in the Developmental Services School program and assess the value of each item according to durability, utility, and cost factors in regard to a normal school program. Such evaluations will be valuable to local school districts in determining equipment purchases.

SAP EVALUATION SHEET

Objectives were designed to meet the needs of both the P.E. program at the Developmental Services School and the participating public schools. Basic equipment needs were designed to be successful in a P.E. program for rural schools. Several administrators have requested information. Caldwell School has purchased three pieces of equipment of our design built by a local contractor.

Due to the freedom that the faculty has in designing for special needs, several pieces of equipment have been extremely successful in fulfilling the objectives. It was found that plastic milk bottles and paper cartons are extremely useful. Two pieces were discarded as unworkable and redesigned.

The small rural schools generally operate on a limited budget and very few pieces of prescriptive P.E. equipment is purchased. The utility of many local resources to construct equipment and the utility of many discarded home products have shown schools that they can incorporate prescriptive P.E. programs with adequate equipment without great financial outlay.

Two superintendents, several principals, and teachers have requested information and project equipment design. A state workshop at which project P.E. therapists presented a demonstration, resulted in widespread dissemination. Three southern Idaho school districts want additional information and two project schools have requested the demonstrations for their own facilities.

The method of purchase will naturally be the responsibility of the school; however, the utilization of low-cost materials and local contractors will result in a lowered cost which will allow school districts to purchase greater amounts of equipment needed.

SPECIFICATIONS FOR EQUIPMENT ARE AVAILABLE UPON REQUEST.

EVALUATION OF PHYSICAL EDUCATION FOR EXCEPTIONAL CHILDREN

Name____________________________

Date____________________________

Instructor________________________

PHYSICAL OBJECTIVES

1. To improve general physical health and appearance.
2. To develop and improve the basic motor skills and fundamental body movements--for example, walking, running, climbing, hanging, throwing.
3. To increase physical stamina, motor ability, and physical fitness through the development of the organic prowess of the body. Specific characteristics that are involved include coordination strength, muscular endurance, cardiorespiratory endurance, muscular power, flexibility, agility, balance, and speed.
4. To experience more balanced growth.
5. To improve posture, body mechanics, rhythm and grace, and control of movement.
6. To improve function of the sense receptors and proprioceptor.
7. To develop a sound mind in a sound body through participation in healthful activity.

SOCIAL OBJECTIVES

1. To develop skills and abilities necessary for successful participation in a variety of wholesome recreation activities that are appropriate for the individual's capacities and to his social situation.
2. To have social experience that will aid in the pursuit increasing degrees of social independence.
3. To experience greater degrees of acceptance and belonging as an individual respected through his participation and contribution to the group social-recreation situations.
4. To develop better self-care skills.
5. To become a better citizen and contributing member of the community; to participate in a variety of service projects.
6. To participate more with the family.
7. To adjust to the demands of the group and to work as a part of it.
8. To respect the rights of others and to develop respect for materials and tools.
9. To become more cooperative; to accept and share responsibilities and to do one's share; to learn to take turns and share equipment and supplies.
10. To develop and exhibit leadership qualities in opportune situations.
11. To become more sociable, outgoing, and friendly; to get along better with others; to increase one's circle of friends.

EMOTIONAL OBJECTIVES

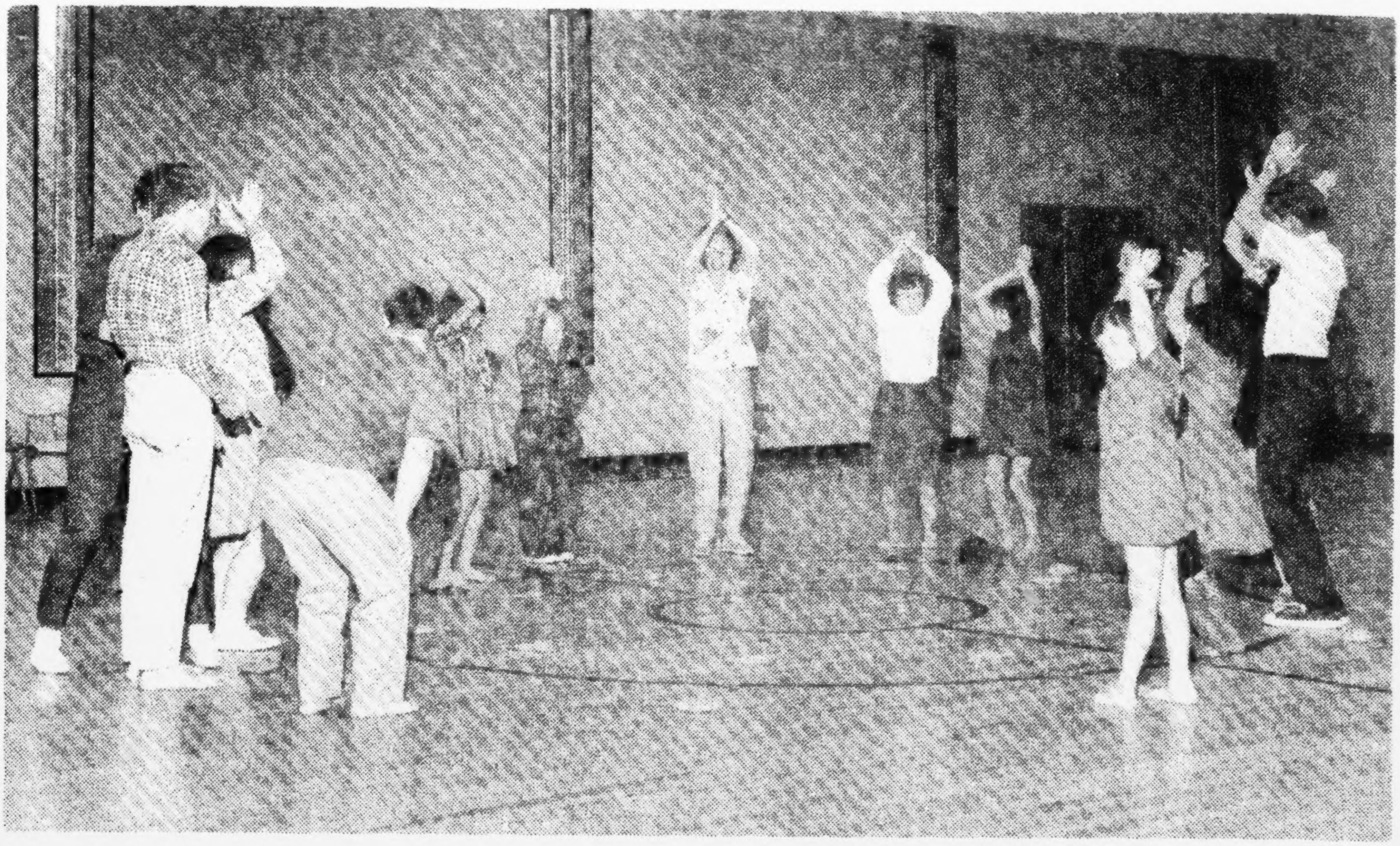
1. To develop greater levels of courage, self-confidence, and poise.
2. To improve self-image.
3. To increase self-respect.
4. To experience greater satisfactions through participation.
5. To become happier as an expression of joyful participation in wholesome activities.
6. To feel secure in a variety of situations.
7. To receive recognition and approval as an individual of worth and dignity through his own achievement.
8. To experience greater feelings of success, accomplishment, and achievement; to experience more personal fulfillment, feelings of adequacy, and self-enhancement.
9. To become more independent and self-directing; to develop greater self-discipline.
10. To assert individualism; to exercise increasing amounts of personal initiative and resourcefulness.
11. To have fun and to enjoy participation.
12. To develop a greater interest in play and recreation that will promote wiser, more constructive, and wholesome use of leisure and free time.
13. To develop basis of inner control for overt behavior.
14. To develop positive attitudes toward play and recreation.
15. To improve self-control and emotional stability.
16. To release aggressions in socially acceptable ways.
17. To become more persevering, less distractible, and better able to see a task through to its completion; to exercise more patience.
18. To improve upon work habits and approaches.
19. To participate in activities that will promote good mental health through emotional satisfaction, personal adjustment, and spiritual growth.
20. To accept evaluation, direction, authority, and constructive criticism.

INTELLECTUAL OBJECTIVES

1. To experience spontaneous and meaningful nonverbal ways of self-expression.
2. To improve upon the communication skills and language development; to improve vocabulary.
3. To accelerate the development of the basic educational skills.
4. To improve the attention span and the ability to concentrate.
5. To become better able to follow directions
6. To develop prevocational and vocational skills.
7. To become better able to plan.
8. To arouse a sense of curiosity.
9. To acquire new skills, hobbies, and interests that have lifetime values.
10. To develop previously untapped talents.
11. To become more observant; to be better able to remember; to understand more; to become more able to evaluate; to be more willing and able to make his own decisions.
12. To improve auditory and visual discriminatory powers; to promote rote learning and to increase ability to handle abstractions.

"Can we ever have too much of a good thing?"

Miguel de Cervantes



SPEECH AND HEARING DEVELOPMENTAL SERVICES

I. Abstract: Speech and hearing is a critical part of a child's progress in all academic and social areas. To provide educational and therapeutic programs for these children, preliminary screenings in speech and hearing and complete diagnostic services are essential. From diagnosis and counseling, extensive individual and group therapy sessions are established for each district participating in the project activities. Follow-up teacher training, parent counseling and evaluating procedures help to acquaint teachers, parents, and administrators with the preparation of the district for the ancillary personnel coming to give service in the area of speech and hearing.

II. Statement of Need: Through extensive surveys conducted by the State Department of Education, it was determined that a speech and hearing program was greatly needed to provide educational and therapeutic programs for children with speech and hearing disorders.

The need for educational and therapeutic programs was assigned critical priority because evidence indicated that many school districts and parents had insufficient knowledge and/or services available to effectively provide for these critical needs.

III. Objectives:

A. To establish communicative relationships between teachers, administrators, and speech and hearing specialists.

B. To develop identificative and evaluative procedures for children with speech and hearing disorders.

C. To develop resources and encourage the use of materials for teachers and parents.

D. To initiate individual and group therapy programs in each of the participating school districts to deal with children who have speech and hearing disorders.

E. To provide counseling services for parents who have children in a speech and hearing program.

F. To establish a network of referral services for children who display speech and hearing disorders.

IV. Procedures: The establishment of communicative relationships between teachers, administrators, and speech and hearing specialists was accomplished by conducting basic techniques and procedures that would facilitate the use of ancillary personnel in the concerned districts for continuation of services, classroom observations, in-service training meetings, and actual diagnostic and therapeutic services. Because only one of the nine districts was familiar with the activities of a speech and hearing specialist, and none knew the proceedures of obtaining services, few universities knew of the job opportunities in the area. The Developmental Services for Exceptional Children established communications with universities and colleges all over the country in search for therapists. To find and utilize any qualified speech and hearing specialists in the area, a publicized and informative seminar is being prepared.

The development of the identification and evaluative procedures was determined through the need of each individual school district. Basic standards of procedure screenings were used as guidelines, leaving the standard where it was deemed necessary, such as in the development of the identification and evaluative notebook of a school's problems. In relation to evaluative procedures, close communication and exchange evaluations were established with related agencies such as the Idaho State School and Hospital, the Cleft Palate Diagnostic Team, Elk's Rehabilitation Center, etc.

In the preparation and dissemination of cognitive data for parents and teachers, all categories of class, education, and perception were considered as to make the materials practical and pragmatic to each person.

In the initiation of therapy programs, the main consideration was to show principals, parents, teachers, and other administrators the effectiveness of professional therapeutic procedures and their supplementary application to classroom activities.

Because of the limitation of caseload due to analysis of methods and materials, usually the most critical cases were taken first, with the remainder on a waiting list until either a therapist for the school was employed, or there was an opening in the Developmental Services caseload. Experimental therapeutic group sessions were devised to meet the special needs of three identified and separate problems: the articulation and developmental problem; the sensitivity social communication class; and the language development classes for the retarded and migrant. Language and communication development programs were introduced by in-service training and by prepared written summaries for parents and the classroom in the areas of the migrant child and the retarded. Because of the extensive caseload, college students were trained as aides to provide therapy under supervision, thereby freeing the therapist to be able to watch over 2 or 3 aides, thereby increasing the caseload. Special lesson forms were devised so the aide could easily follow a therapy outline and report progress (copies available upon request).

In the counseling of parents, case history, attitude, and home environment were assessed to help determine extent and need of therapy and also to advise parents of how the problem can best be handled at home. This service usually tied very closely with psychological services and many times team evaluation and counseling techniques were utilized.

In their establishment of a network of referral services, the concept of what and how to identify problems was approached through in-service training methods and subsequently forms were composed to help facilitate all speech and hearing referrals (See attached form). Close communicative relationships were formed with school nurses, the medical profession, and psychological services to open up new avenues of cooperation in the correction of speech and hearing problems.

V. Planning: After an initial network of communication was established with the teachers and administrators involved, a speech and hearing screening was planned to determine specific needs within each school system. Children who display speech and hearing disabilities were extensively evaluated and put into a therapeutic program.

Counseling services for parents and teachers were initiated to better help the parent and teacher understand the role of speech and its correction.

Children whose evaluations indicated that their specific disability could more effectively be dealt with by an outside source, were referred to that source.

VI. Evaluation and Follow-Up: Evaluation, as provided for in the operational proposal, will be conducted at a later date to determine how effective the program has been. Follow-up communication with teachers and school officials will seek their response to field services.

SAP EVALUATION SHEET

An outstanding evaluative factor was the planning for employment of two speech and hearing specialists by a local education agency for the first time. Cooperatively, four school districts have indicated a desire to employ speech and hearing specialists, also for the first time. This is evidenced by planning, in 1968-1969 local education agency budgets, for salaries and supplies. To demonstrate the benefits of speech and hearing services, project staff completed screening and diagnosis of 3,346 pupils, provided 327 evaluations, and established 41 group therapy activities in nine local education agencies.

Most objectives have been realized and have far surpassed our expectations in the areas of diagnosis, therapeutic, communicative relationships and the preparation of therapeutic activities. All nine local education agencies are continuing and broadening screening activities to include all grades, many for the first time. To facilitate this, in-service sessions in the use of equipment, teacher aides and resources have been held for school nurses and educators for five local education agencies.

The greatest change is that 1/3 of the school districts are considering and making attempts to hire speech therapists, for the first time. The main emphasis throughout the experimental and the developmental phases was to create need, awareness, and ways and means of implementing service, as evidenced by written requests from teachers, principals, and superintendents from seven of the participating local agencies asking for planning and consultant services essential to the implementation of speech and hearing services.

News media, publications, lectures, personal meetings, and informative letters were the primary source and/or means of information dissemination. Approximately 50% of 400 requests for information were from unsolicited individuals.

Projected activities include the development of programs such as a demonstration of therapeutic activities that can be performed by the classroom teacher, and a summer speech improvement program designed to function as a language and communications therapy activity. An immediate emphasis for the latter will be extended toward migrant pupils.

IDAHO EDUCATIONAL DEVELOPMENT CENTERS
AND SERVICES FOR EXCEPTIONAL CHILDREN
815 Cleveland
Caldwell, Idaho 83605
Phone 459-1608

NAME______________________ ADDRESS______________________ PHONE__________

AGE__________ SEX__________ SCHOOL______________ TEACHER______________

EXAMINER______________________ DATE______________

Freq.	Sound	Isolated Words			Stimulability							Conver-sation			Sound
					Sd	Syllable			Word						
		I	M	F	Iso	I	M	F	I	M	F	I	M	F	
3	r														r
5	l														l
4	s														s
9	z														z
8	k														k
15	g				▨										g
10	w			▨				▨			▨			▨	w
21	θ														θ
11	ð														ð
19	j			▨				▨			▨			▨	j
16	f														f
17	v														v
18	ŋ	▨				▨			▨			▨			ŋ
20	ʃ														ʃ
24	ʒ	▨				▨			▨			▨			ʒ
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21	tʃ														tʃ
22	dʒ				▨										dʒ
1	t														t
6	d				▨										d
14	p														p
13	b				▨										b
7	m														m
2	n														n
12	h			▨				▨			▨			▨	h

HEARING
R ear G__ P__
L ear G__ P__

LIPS: OK ___
cleft ___
repaired ___
TEETH: OK ___
malformed ___
missing ___
false ___
JAW: OK ___
overbite ___
underbite ___
openbite ___
TONGUE: OK ___
tied ___
large ___
small ___
paralyzed ___
PALATE: OK ___
high ___
narrow ___
cleft ___
repaired ___
hd.p. ___
soft p. ___
LARYNX: OK ___
V.F. paralz. ___
infected ___
growth ___
NASAL CAV:OK ___
Occulded ___

Mecham
Language Age
____

Receptive
G F P

Expressive
G F P

Speaking
Skills:

Articulation
G F P

Rhythm
G F P

Voice
G F P

Co-ordination
Lips G F P
Tongue G F P
Jaw G F P
Breath G F P
General G F P

Referral______
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COMMENTS:____
____

SCHOOL DISTRICT No. 363
MARSING, IDAHO

Office of the Superintendent:

February 12, 1968

Speech and Hearing Dept.
Learning Center
815 Cleveland Blvd.
Caldwell, Idaho

Dear Sir:

You will be happy to know that the Marsing School System has now completed the preliminary speech and hearing screening and evaluations.

Mr. Adams is now working on a regular basis with those pupils who have speech deficiencies. Mr. Adams visits our school one-half day, once a week. Two teacher aides drill the students the remainder of the week.

Needless to say the program initiated by the learning center has been of the utmost value to the pupils of our district. We are indeed grateful for the opportunity to be served.

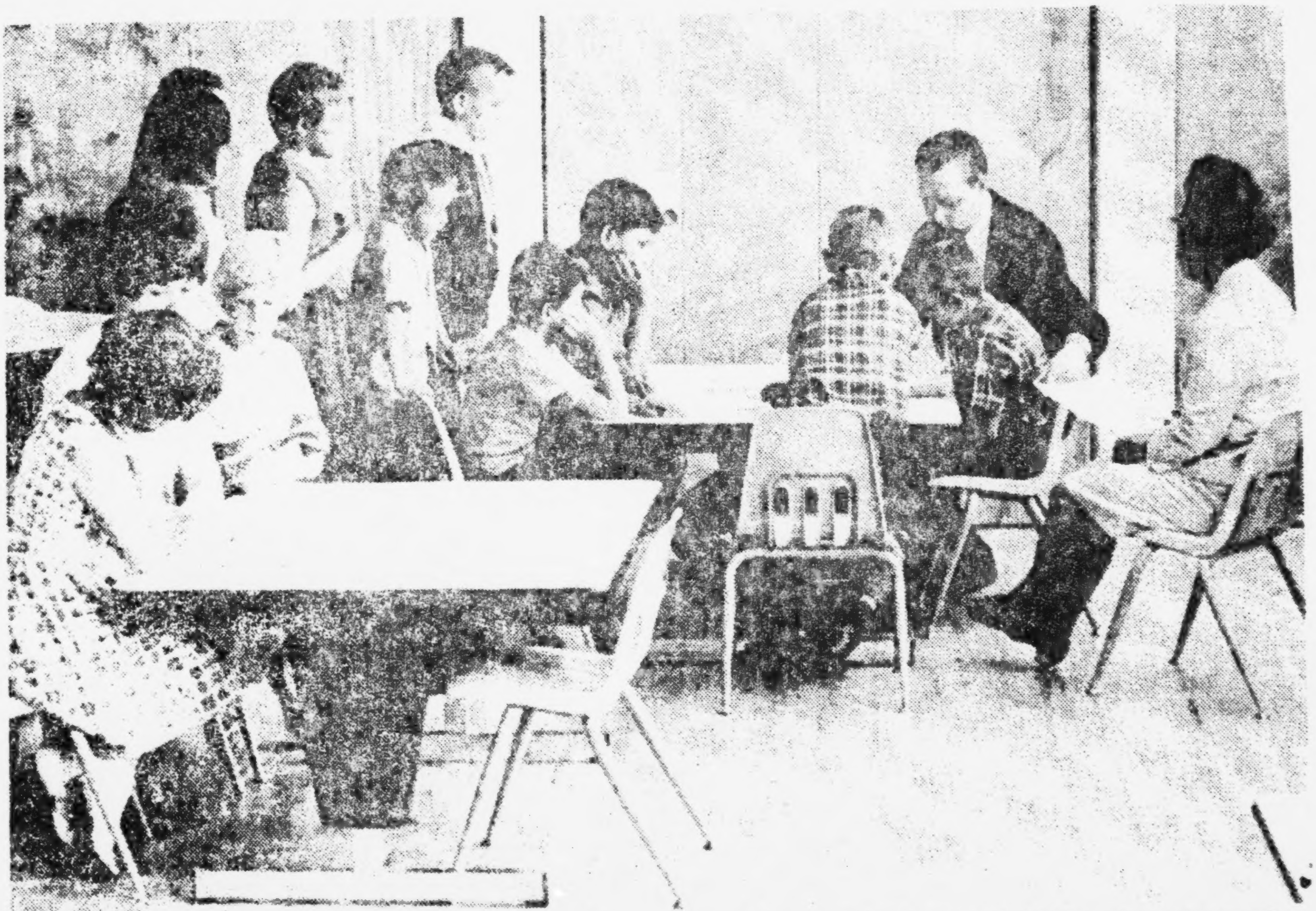
Sincerely yours,
Mrs. Helen Hopkins, Principal

Idaho Free Press & Caldwell News-Tribune, Wednesday, October 11, 1967—A2

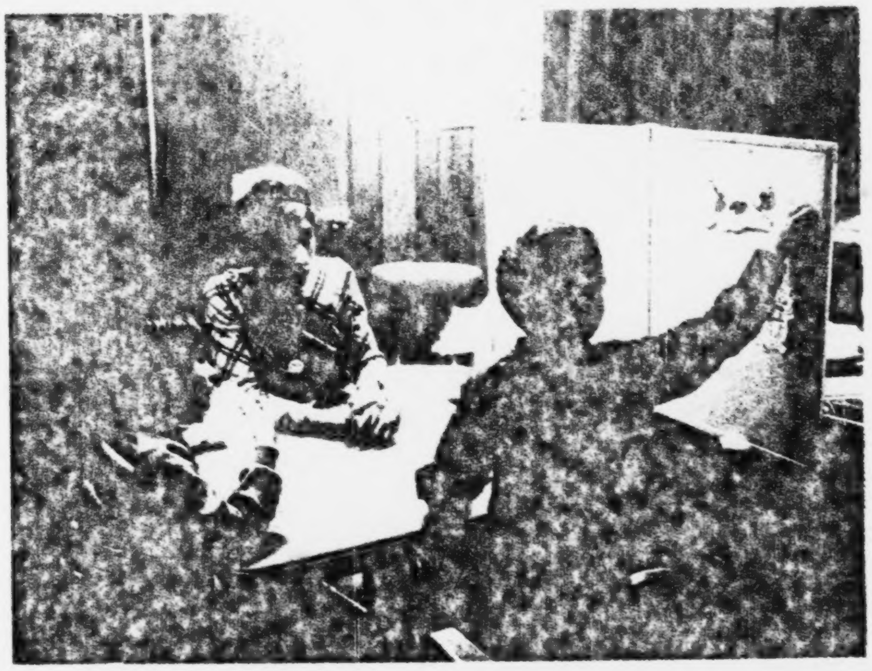
PRE-SCREENING CONFERENCE begins a day of testing youngsters in the Parma elementary schools to detect speech defects. All first, second and third grade students were tested through the cooperation of Parma school personnel with specialists from the Learning Center for Exceptional Children in Caldwell. Studying test charts are, from left, Mrs. Yoko Takatori, Parma school nurse; Gary Adams, learning center speech and hearing therapist; Beverly Velasquez, College of Idaho student therapist aide; and Mrs. Marjean Norland, learning center speech and hearing therapist.

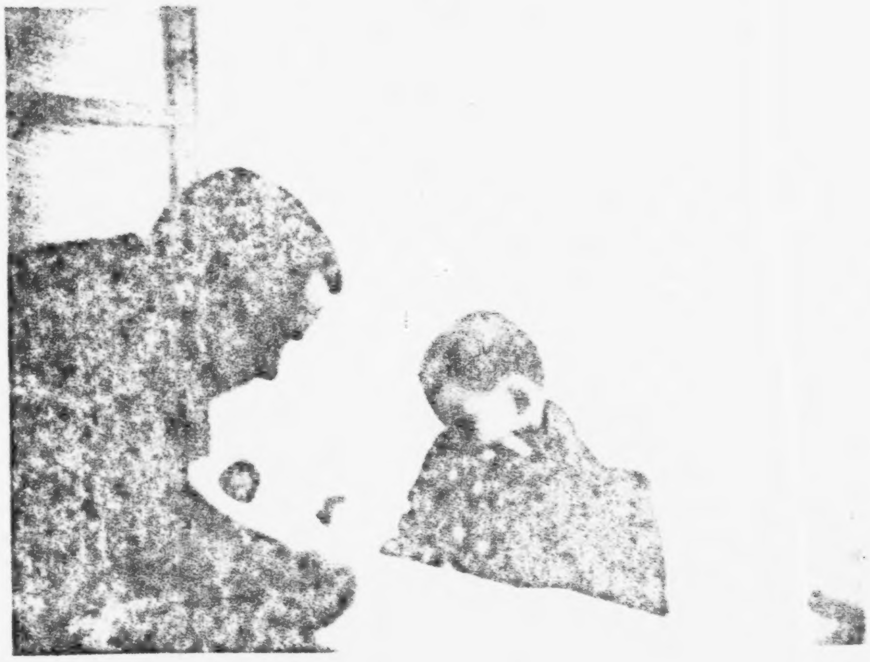
"As with the child, the clinicians most important creation is himself."

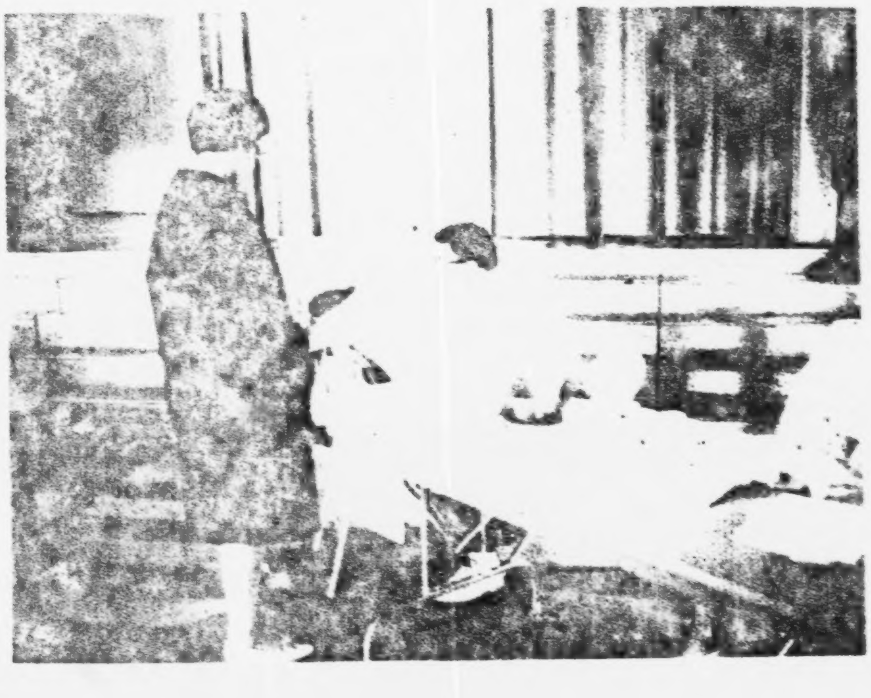
Albert T. Murphy

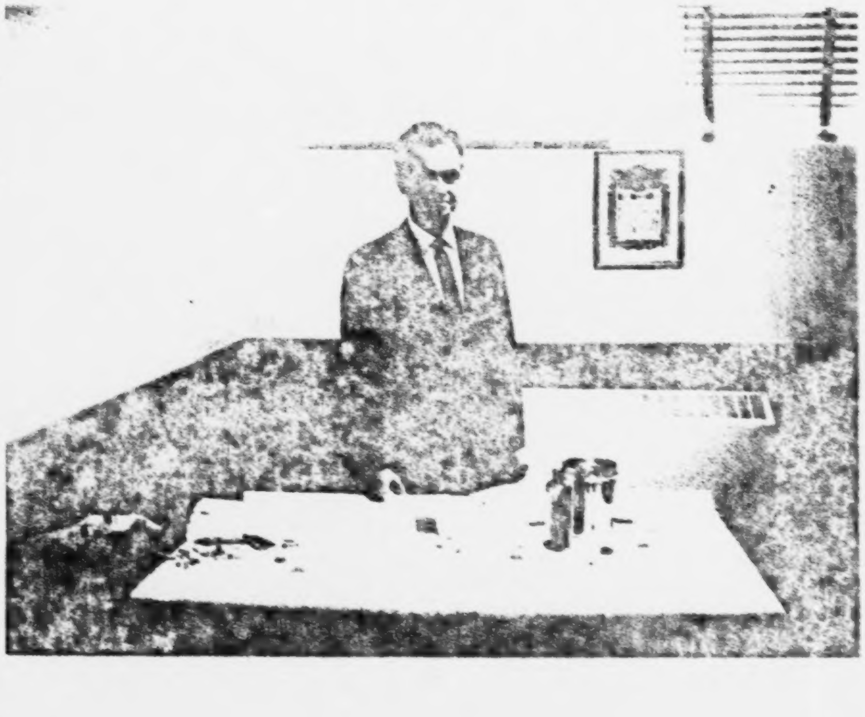


PARMA SCHOOL CHILDREN watch in fascination as team members from the Learning Center for Exceptional Children in Caldwell administer tests to discover any individual speech problems. At left, Beverly Velasquez, College of Idaho speech therapist aide, points to an object illustration selected to pinpoint pronunciation defects. At right, learning center speech and hearing therapist Gary Adams conducts a similar test as Mrs. Yoko Takatori, Parma school nurse, observes the techniques she might use in future work with students.









FIELD ATTACK FOR IMPLEMENTATION OF DEVELOPMENTAL SERVICES

I. Abstract: This proposal describes a flexible process for providing psychological and curricular field services to the exceptional children from nine school districts. The services are specifically focused on diagnosis, curriculum innovation, teacher in-service training, development and supervision of aide programs, and parental counseling.

II. Statement of Need: None of the nine school districts served by the project had the necessary ancillary personnel to diagnose and treat their exceptional students. All the nine school districts had referred exceptional children for evaluation and treatment.

Two staff service people, a school psychologist and a curriculum consultant had been assigned responsibility for itinerate service. It was necessary to design a plan for providing the optimum in service to the maximum of students with the minimum of personnel.

The ultimate goal of the project is to sell the services of ancillary personnel as an essential part of a school staff to each of the participating school districts. The proof of the pudding..................only by providing meaningful services to exceptional children, their teachers, and their parents (if such is the need) can personnel prove themselves valuable to uninitiated school administrators. The sooner field services are initiated; the sooner administrators will recognize the need to hire ancillary personnel; the sooner a prime objective of our project will be realized.

III. Objectives:

A. To introduce the services of two ancillary itinerate personnel, a curriculum coordinator and a school psychologist, to nine school districts.

B. To evaluate and treat those children selected by teachers and principals as having exceptional classroom needs.

C. To establish programs to meet the needs of these children while maintaining their parent school placement. Such programs could include curriculum innovation, communications therapy, parental counseling, etc.

D. To initiate in-service training programs for groups of teachers from each school district.

E. To introduce, train, and supervise aides to serve as implementors of the special programs.

F. To expand the aide program in each school district in order to make maximum community resources and involve a large number of the community in education processes.

G. To serve as consultants in helping the nine school districts to establish the necessary programs to adequately meet the needs of children in all areas of exceptionality.

IV. Procedures: Through teacher referral and itinerate team confirmation, children with most critical classroom needs will be determined. An appropriate assessment, psychological and educational, will be made of each referred child to the itinerate team. Parental interviews will be part of the evaluative process. On the basis of the evaluative data, a design for meeting the children's needs will be established.

Special services relevant to the design (communications therapy, remedial reading, etc.) will be initiated by the team. An aide trained and supervised by the team will complement the team's special services. Additional aides will be recruited from the communities. As aides exhibit competency, they will assume the major role in working with the children in the special programs. The team will supervise and provide liaison services with school staff.

Eventually, and ideally, the itinerate team will be used as consultants, rather than prime movers, in establishing special programs for exceptional children.

V. Planning: Each of the superintendents from the nine school districts was contacted by project administrators to enlist and/or reinforce their approval and support of the proposed field services. Initially, letters went to the principals of the schools from which referrals had come. The letters included an outline of the total projected program and a tentative date for an initial visit. On every school visit, teachers and principals were invited to discuss children.

With the development of the aide program, participating community members, as well as professional educators, will be included in some of the in-service training sessions.

Fundamental to designing the proposal was the achievement of a graphic grasp of the geographical placement and distances among the numbers of schools to be served. A large map was drawn to scale. A visitation time schedule was proposed that would be geographically feasible and parsimonious of staff time.

VI. Evaluation and Follow-Up: The charges and valence of the referred children's performance will be judged relative to differences found between standardized pre and post measures and systematic observations. The exact measures will be selected appropriate to a child's originally diagnosed needs and subsequent special treatment.

A measure of effectiveness of teacher group in-service training will be judged on the basis of the degree of correlation between professional assessment and teacher judgment of a child's present problems.

The effectiveness of the aide training will be judged on the basis of the number of aides used postfield relative to prefield attack.

Ultimate success of the field attack will be judged on the basis of how many school systems hire their own ancillary personnel in the next two years.

C. K. SMITHERMAN
PRINCIPAL

PHONE: 459-8651
SCHOOL OFFICE

LINCOLN ELEMENTARY SCHOOL
1200 GRANT STREET
CALDWELL, IDAHO 83605

March 1, 1968

To Whom It May Concern:

The services furnished our school through the Exceptional Child Center have been greatly appreciated.

A large number of the pupils of the first three grades were found to be in need of speech therapy. Through regular classes held at our building these children have received much needed help.

Some of the children have attended for a portion of the day at the lab school and were given special attention in problems which affected their academic work. We have witnessed improvement as these pupils were integrated back into the regular classroom.

Presently others with emotional problems are being tested and evaluated. Several parent conferences have taken place with various members of the Exceptional Child Center Staff. From these initial efforts we anticipate continued help for many of our children who seem to have problems.

The courtesy and willingness of the Center to be of assistance is very evident.

Sincerely,

C K Smitherman

C.K. Smitherman, prin.

ELLWOOD GLEDHILL
SUPERINTENDENT

SCHOOL ADMINISTRATION OFFICE
DISTRICT NO. 132
1515 FILLMORE STREET
CALDWELL, IDAHO 83605

RAYMOND JOHNSON
TREASURER

SCHOOL

March 8, 1968

Mr. Robert C. Stewart, Director
Exceptional Child Center
815 Cleveland Boulevard
Caldwell, Idaho

Dear Mr. Stewart:

In the interests of comprehensive planning for a long range special education program for the Caldwell School System, I believe an evaluation of our present program is timely.

I would appreciate an evaluation from your Center, as well as recommendations and guidelines that might be utilized as a basis for total concept planning.

Sincerely,

E Gledhill

Ellwood Gledhill
Superintendent of Schools
Caldwell, Idaho

bh

HOWARD MAY, Superintendent GEORGE BAALSON, Clerk

SCHOOL DISTRICT No. 363

MARSING, IDAHO 83639

February 27, 1968

Mr. Robert Stewart
Exceptional Child Center
812 Cleveland
Caldwell, Idaho 83605

Dear Mr. Stewart:

The Marsing School District would like to request the help of the Exceptional Child Center Staff in evaluating students whom we feel should be in a special education room.

Mrs. Bohdal, of the State Department of Education, has advised us that this would be the step necessary to establish such a room, and meet state qualifications.

If we do not have sufficient number of students in our district, we would like to undertake a co-operative program with Homedale.

Sincerely yours,

Howard A. May

Howard A. May,
Superintendent

HM/lak
cc:1

DEVELOPMENTAL SERVICES SCHOOL

I. Abstract: The Developmental Services School is to be utilized as an educational experimentation and exploration laboratory which, when developed, will provide participating local education agencies with resources necessary for the implementation and application of programs for exceptional children.

II. Statement of Need: The need for this procedure is clearly evidenced from planning surveys which showed that of the nine participating local education agencies, facilities and services for exceptional children existed in only one, and in that instance on a limited basis.

The lack of available human and physical resources, combined with sporadic and limited pupil evaluation and observation programs, proved to be a most restrictive factor in the activation of programs for exceptional children.

III. Objectives:

A. To establish evaluative and observational techniques and procedures suitable for adaptation by local educational agencies.

B. To develop and conduct in-service training and orientation programs for professional and para-professional personnel.

C. To develop prescriptive and remediative techniques for subsequent classroom implementations, as the project becomes more consultive and demonstrative.

D. To facilitate the planning for a sheltered workshop program for the trainable mentally retarded pupils formerly enrolled at the Merri-Lyn School and others.

IV. Procedures: Pupils from the Merri-Lyn School and a limited group of pupils with critical learning disabilities will provide the enrollment compliment for the Developmental Services School. Temporary admission of former Merri-Lyn pupils and a limited number of other pupils for observation and evaluation will comprise the student compliment of the Developmental Services School.

Development of diagnostic and prescriptive techniques appropriate to local education agency adaptation and with modification of these techniques, further utility for in-service work and demonstration will be greatly strengthened in regard to professional and para-professional training.

Further prescriptive evaluations indicating the needs of individual students categorized as trainable mentally retarded or others not able to function in a near normal capacity, will create areas of nonpublic school programming. As such, the Developmental Services School shall proceed with the development of the total sheltered workshop concept of educational and vocational development.

V. Planning: School officials, teachers, and others will participate in this proposal through cooperative planning with project staff; through observation and site participation of Developmental Services School activities and through workshops, demonstrations, and in-service programs.

VI. Evaluation and Follow-up: Plans for evaluation of this proposal include an accumulation and analysis of pre and postbaseline data; pre and post-comparative data of local education agencies; comparison of pre and post operative program by parents of pupils involved in the Developmental Services School; and the degree to which community resources have been involved in planning and supporting the sheltered workshop concept.

"Time buries the mistakes of many school programs."

Richard H. Hungerford

Student leaving Developmental Services School for LEA to enroll in a normal afternoon classroom curriculum.

First student to integrate into a normal program in a public school from Developmental Services School.

SAP EVALUATION SHEET

CLIENTELE INVOLVEMENT DATA

	Superintendents	Principals	Teachers and Student Teachers	Counselor	College or Higher Inst. of Learning	State Dept. of Ed. (Title I)
General Objectives I - II	3	12	35	4	6	3
STAP	1	3	13	2	3	4
STP	7	9	28	3		5
Interns					6	

Requests for like services and services rendered, clearly indicate an awareness on the part of the nine local education agencies to further develop these services within their areas by the project field staff members.

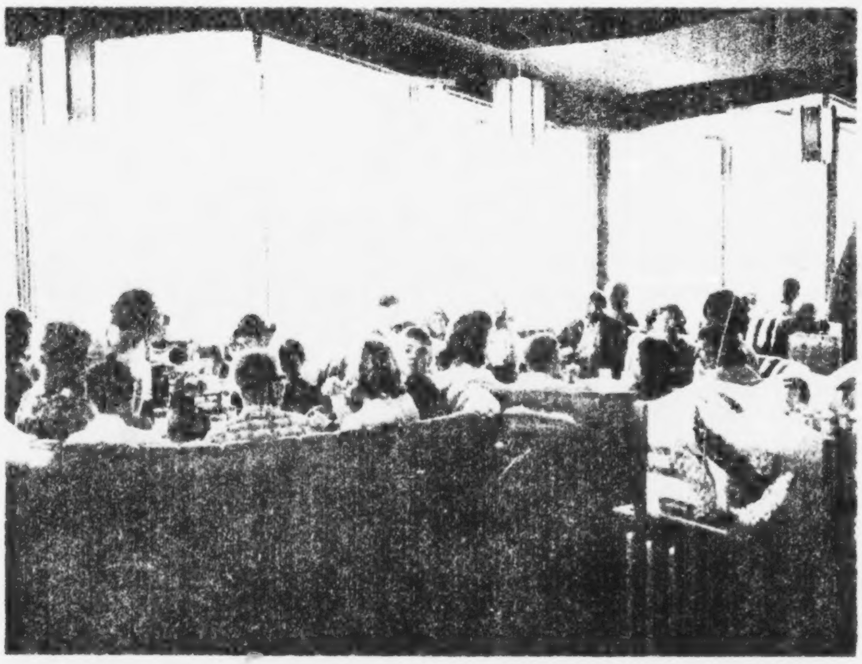
The SAP endeavor in which the anticipated results have exceeded expectations is the recognition by administrators and teachers not only for the need to provide for exceptional pupils, but their positive attitude towards utilizing structural and prescriptive design through the structured classroom approach.

The effect of this SAP on the educational agency resulting in the greatest change from this SAP was the requests for assistance of structuring techniques and procedures for implementation at classroom levels. For further information, see SAP paper, "Parental Group Counseling."

SAP information was disseminated through presentations to educational groups, service clubs, parent meetings, local and regional television, news media features, newsletters, radio interviews, informational bulletins, workshops, and demonstrational media.

As local education agencies begin to initiate similar facilities and services within their own framework, and as these services are supported by educational specialists, in-service training programs, and mobilization of additional resources, they will continue on an independent basis.

The difference between becoming or not becoming an exceptional student may be slight; however, the difference between being an exceptional student and not may be considerable.



"Youngsters are often not taught to feed themselves; it is easier to drape a sheet around their shoulders and arms and spoonfeed them. They are often not given furniture or toys or help; they might get hurt. The meticulous attention paid to their corporal protection is in sharp contrast to the frequent failure to recognize those important aspects of personal dignity or feeling."

Lewis B. Klebanoff

PRE and PRO EDUCATIONAL DATA RETRIEVAL

SCHOOL______________________ DATE__________________________

NAME________________________ GRADE_____ AGE_____ TEACHER____________

BEHAVIORAL PERCEPTIONS:	Consistantly	Often	Average	Seldom	Never
Absent					
Aggressive					
Anxiety					
Asking to go to bathroom					
Blankness					
Chew objects					
Chronic illness					
Confusion					
Convulsions					
Cries					
Crippling of extremities					
Daydreams					
Distractibility					
Excessive reaction					
Excitability					
Explosive laughter					
Flightiness					
Hits					
Hyperkinesis					
Impulsivity					
Incoordination					
Insecurity					
Irritability					
Jumps in class					
Kicks					
Lies					
Masturbates					
Messy desk					
Messy work					
Noisy					
Out of seat					
Perseveration					
Pokes					
Rage reaction					
Retention					
Runs in class					
Sassy					
Sharing					
Shifts					
Short attention span					
Shouts					
Soils pants					
Starts work never finishes					
Swears					
Talks out					
Tantrums					
Tardy					
Tattles					
Teases					
Whispers					
Withdraws					

ACADEMIC CONCEPTS:	12 mo. or more behind	3 to 6 mo. behind	Average	3 to 6 mo. ahead	6 mo. or more ahead
Art					
Coloring					
English					
Group Activities					
Individual Activities					
Language					
Math					
Perceptual					
Physical Education					
Reading					
Show and Tell					
Social Studies					
Spelling					
Telling Stories					

In order for the staff to be more instrumental in a prescriptive procedure we would appreciate your collecting some baseline data that we may see to what degree the behavior you are concerned about is occurring.

After completing the first page select four or less behaviors concerning you, fill in the appropriate name and make a hash mark "/" every time this behavior occurs Keep those occurring in the a.m. separated from the p.m.

To gain adaquate baseline data on this student at least one week should be rated with no changes due to changing his behavior.

	Behavior A.M.	P.M.	Behavior A.M.	P.M.
Mon.				
Tue.				
Wed.				
Thr.				
Fri.				

	Behavior A.M.	P.M.	Behavior A.M.	P.M.
Mon.				
Tue.				
Wed.				
Thr.				
Fri.				

	A.M.				P.M.				TOTAL				RATE			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Mon.																
Tue.																
Wed.																
Thr.																
Fri.																

TESTING PROTOCAL

EDUCATIONAL

	READING Date	SPELLING Date	MATH Date	PERCEPTION Date	OTHERS Date
WRAT					
STANFORD					
DOLCH					
GREY ORAL					
WOLF					
GILLMORE					

PSYCHOEDUCATIONAL

WISC

BENDER

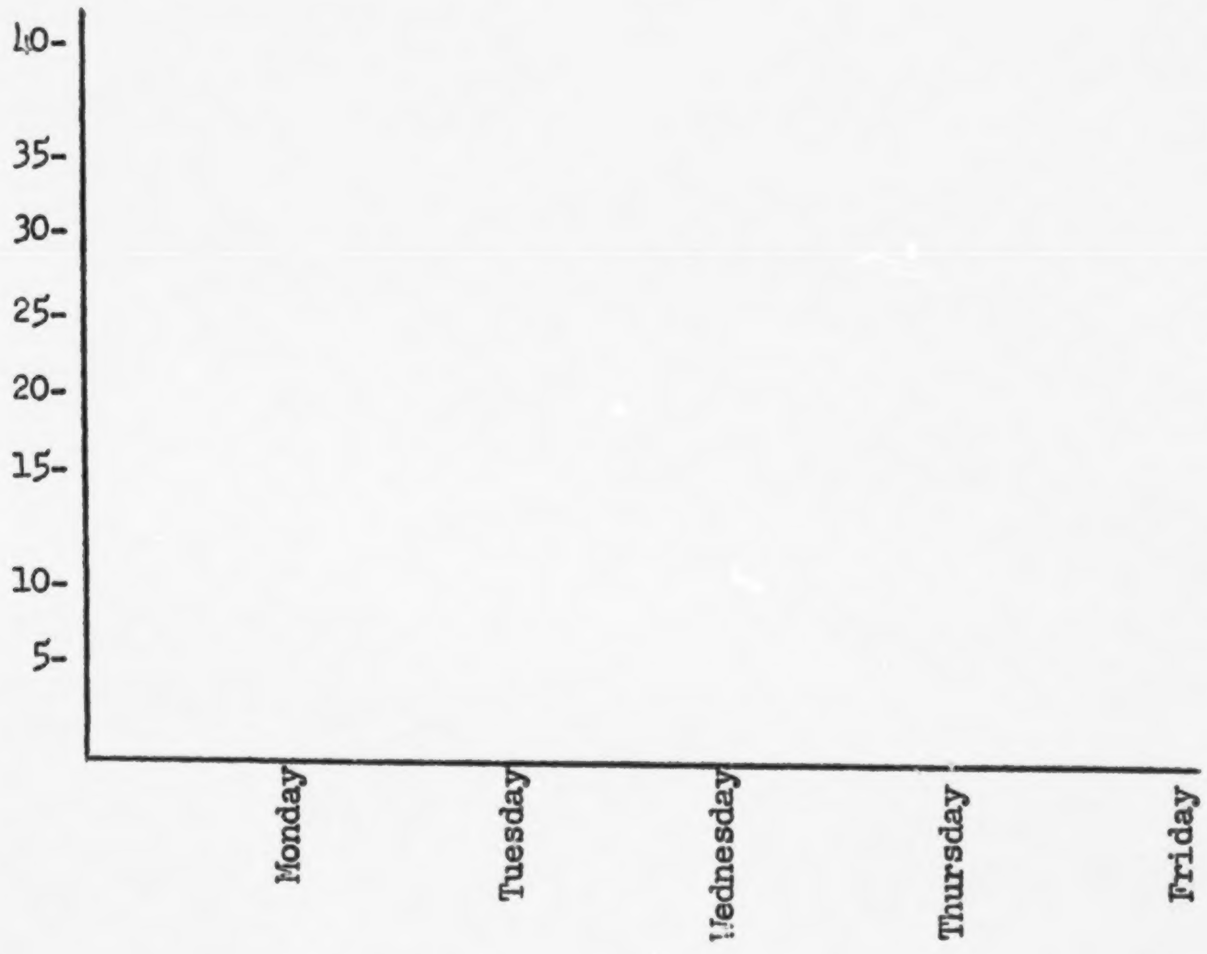
STANFORD B.

ITPA

PRIORITY

PRESCRIPTION

RESPONSE RATE FOR PRE AND POSTPRESCRIPTION



April 5, 1968 Caldwell News-Tribune

THE WORK BEING DONE at Caldwell's Center for Exceptional Children was featured, along with the Nampa State School, during a recent "Periscope" show on KTVB-TV Channel 7 in Boise. Above photo shows Jerry Moore, Channel 7 newsman, filming center activities. The Center and Nampa State School were featured in a special 12-minute segment of the television show.

(Staff Photo)

March 29, 1968

Mr. Robert Stewart, Director
Developmental Services Center
815 Cleveland Boulevard
Caldwell, Idaho

Dear Mr. Stewart:

The annual report of the Idaho Department of Health, Youth Rehabilitation Division had a statement in it significant to the overall problem involved in youth rehabilitation. Quoting from that report: "The youngsters are having difficulty in school. They are on the average about two years academically retarded in comparison to their age. The more serious offenders tend to have greater difficulty in the academic setting with their problems generally resulting in more serious law violations around the eighth and ninth grades."

This has been very true in the number of referrals made in the area served by the Developmental Services Center. In these particular areas there have been a total of eight known school problems where they have been dismissed for truancy or distinct learning abnormalities and eventually referred to the Division. Of these, four have been referred to the Developmental Services Center for evaluation and enrollment in the various programs that they have to offer.

I would personally like to express my appreciation in behalf of the Youth Rehabilitation Division for the excellent cooperation and efforts put forth by the staff of the Developmental Services Center. My personal feeling is that the cooperation has been excellent - that there has been no referral on my part that has not been given full consideration as to what the alternatives were to best meet the needs of that particular child.

(over)

Indeed in this particular area of services to children we have felt for a long time that the schools have not had an alternative to dismissing a child without further exploration or resources to meet his needs. This particular project fills a gap long unfilled by any other means. Thank you again for your interest and help with children with school problems who have been committed to the Idaho State Board of Health.

Sincerely yours,

Paul M. Burnett
Paul M. Burnett, ACSW
Youth Rehabilitation Counselor

PMB/bms

"And had a face like a blessing."

Miguel de Cervantes

"STAP"

(Short-Term Aide Practicum)

1. Abstract: This pilot proposal is concerned with training and orientation of teacher aides for local and regional schools, specifically the rural public schools. It is hoped, after preliminary investigation of this proposed pilot project, that results will verify such a program as a practical and efficient approach. With effective implementation, this will reduce teacher-student ratios a portion of each day, and provide an orientation exchange procedure between teachers and teacher aides at a minimal cost to local education agencies.

   This project is designed to meet current needs and to alleviate crisis situations presently encountered by the total program in all phases of exceptionalities. When objectives of the project (creation of special education classes with qualified personnel) are evaluated and implemented at the local education agency level, project services will be carried forward as local education agency responsibilities.

II. Statement of Need: Because creation and development of special education classes and personnel within the project is on a three-year projective basis, it is necessary to implement teaching resources that will allow the project to carry forward without Title III funds. Prior surveys and more current data (referrals from schools served by the project) show cases that are extremely critical for both students and teachers within the school environment which must be handled expediently and lastingly.

Priority for this proposal is based on the results of the survey and referrals that indicate expedient implementation of para-professional services would meet specific and urgent needs within the local education agencies.

Because of the existing ratio of project staff to nine local education agencies and 1,000 problem students, it is mandatory to devise a desirable remediative program, yet allowing staff members implementation time to meet project objectives.

III. Objectives:

A. To orient para-professionals in an in-service practicum at the Developmental Services School.

B. To evaluate training processes and trainees.

C. To implement a pilot project.

IV. Procedures: See Procedural Plan attached.

V. Planning: In order to gain acceptance of this proposal by local education agencies, both individual and group contacts are planned with administrators and teachers.

Once accepted, group planning involving one or more local education agencies will be conducted to solidify the program and cause its implementation.

Topics covered in these discussions will include: teacher release time, substitutes, interaction of project staff with local education agency staff, and flexible scheduling to allow for maximum production.

VI. Evaluation and Follow-Up: Evaluation procedures will include written assessments from both project staff and local education agency participants; verbal assessments resulting from inter and intra-group staffings; and comparative data on current services being offered.

PROCEDURAL PLAN FOR "STAP"

1. Selection

   A. Develop supportive relationship with the College of Idaho.

   B. Utilize present working aides at the Developmental Services School.

   C. Develop academic orientation as it relates to the participant's background.

II. Training

   A. First day--morning observation of both rooms (stressing observation of individuals) and in the afternoon, 40 minutes of observation--one room-one student data collection. See afternoon 40 minutes, other room, one student, data taking.

   B. Second day--reverse first day.

   C. Third day--observing ratio of 1 to 2, morning one hour, one room.

      Data recording and video tape interpretation (with staff personnel and teachers) with the afternoon process the same (40 minutes), then change rooms.

   D. Fourth day--same as third day, only ratio moves to 1 to 3.

E. Fifth day--observation of teachers, data collection, ratio of students over two hour period of time.

11:00 a.m., data summary interpretation with video tape.

Afternoon, student aide ratio--1 to 2 one hour, reading, math, data collection, interpretation video tape staff.

F. Sixth day--same as fifth, ratio moves to 1 to 3.

G. Seventh day--one hour observation of each room. 11:00 a.m. interpretation, video tape with staff.

Afternoon, curriculum assessment, staff and material.

H. Eighth day--one hour with staff and principal on concept of what an aide is.

III. Evaluation of training.

A. Scheduling.

B. Questionnaires to aides, staff, teachers, and students.

IV. Implementation procedure:

A. Observation and data collection, one hour each student.

B. Two hour involvement with ratio of 1 to 3 outside students class within public school building three days.

C. Ratio of 1 to 4, the third day.

D. Ratio of 1 to 5, fourth day.

V. Evaluation of pilot project.

A. Subjective, staff, teachers, personnel of the Developmental Services School.

B. Principals' initial observation.

C. School teachers, regular classrooms, with the exceptional children.

D. Students, academics and/or behaviors.

"Genius, that power which dazzles mortal eyes, is oft but perservance in disguise."

Henry Willard Austin

OPERATION "STP"

(Short-Term Practicum)

I. Abstract: Operation STP will provide a practicum for prescriptive demonstration techniques for teachers and student teachers of the nine local school districts participating in the project. Utilization of the Developmental Services for a practicum demonstration location will stress prescriptive remediation on an individualized basis. This will constitute Phase I. Phase II will involve similar techniques, but will be designed for classroom implementation, which is presented in the SAP paper, "Field Attack for Implementation of Developmental Services."

II. Statement of Need: The values of in-service training practicums are, in most respects, well accepted for general or broad coverage. However, the subtle and elusive techniques "showing" both behavior modification and material assessment as it is cognate to individualized learning systems is, for the most part, nonexistent on a local basis.

A practicum of this type is designed to be functional; specifically, the demonstration of structural techniques needed when advanced theory or rigorous training sessions are eliminated. Advanced theory and training seem to present hypothetical obstructions to teachers involved; rather, this project will expediate structural knowledge and training applied directly to student requirements.

Based upon data gathered by the Developmental Services specialists from observation and visitation with teachers and administrators, it was determined that this SAP held a high priority of need. This proposal, being short-term and expedient in nature, should alleviate some behavior and/or academic situations and permit a much more consistent baseline of behavior for the teacher by providing needed information and services.

This proposal's uniqueness is its expediency in effectively promoting immediate interaction between the child and teacher, which is the prime priority consideration at this time.

III. Objectives:

A. To explore flexibility of the time factor for this proposal in respect to in-servicing.

B. To investigate "short-term in-servicing" of teachers in several areas in reference to exceptional children, (1) observation techniques, (2) curriculum assessments; and (3) prescriptive structuring of behavior (academic and/or social) management.

C. To provide team follow-up pertaining to field project.

IV. Procedures: The Phase I operational procedures will include observation for one-half day, pupil management control through video tape presentation at staffing, and visiting special education classes in the area with video tape assessment and critique at staffing.

Phase II will include team-teacher follow-up in the classroom, observation and staffing for procedures of prescriptive teaching and management control, and achievement status will be determined by questionnaires, personal interviews and staffings as well as staff evaluation of activities.

V. Planning: Schools served by the project will be contacted through the usual channels (superintendent to principal to teacher) in regard to procedures in gaining acceptance and eventual program scheduling. Planning will accompany uniquenesses pertaining to the needs of individual local schools. A flexible system according to the needs and pecularities will prevail, especially in the rural areas served within the project boundaries.

After reviewing project objectives and evaluation as well as discussions with local administrators, it appears essential that the Developmental Services staff be designated to promote this proposal with the emphasis upon a team approach. A systematic approach both in the field and provided at the Developmental Services School will coordinate the objective ends.

A team approach consistent with both time and intent will finalize towards scheduling of this proposal. The implementation phase will be tried and evaluated by both the field schools and the Developmental Services School with reconstruction following staff evaluation to coordinate activities more effectively.

VI. Evaluation: Evaluative techniquies to be employed in this proposal include comparison of pre and post data; observation; and questionnaires to teachers, administrators, and students.

Procedures involved will include the use of questionnaires, classroom evaluation by the staff and comparison of pre and post local education agency implementation involvement.

A comparison of the pre and post utilization of supporting resources will be made.

SAP EVALUATION SHEET

Evidence gained thus far from experience with twenty-one initial participants indicates that the procedures being staged is an effective means for a short-term practicum for comprehension in structuring the teacher's classroom. The emphasized areas are (1) individualized teaching techniques, (2) curriculum assessment, (3) behavior modification.

The SAP endeavor in which the anticipated results have exceeded expectations has been the full cooperation from school administrators (superintendents, principals, and college officials.) Superintendents have given released time, principals have scheduled teachers and substituted for teachers. The college personnel have participated by screening, scheduling, and long-range planning.

This SAP has effected the educational agencies by the long-range planning being done for continuation of short-term practicum in all areas of exceptionalities.

SAP information was disseminated by personal contact, letters and team communications.

Procedures are being developed to carry this project forward after the designated approval period by attempting to implement similar procedures for short-term practicums in the local education agencies involved within the project boundaries. The project staff will be field consultants in implementation of modified and appropriate practicum.

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HOWARD MAY, Superintendent
GEORGE BAALSON, Clerk

SCHOOL DISTRICT No. 363
MARSING, IDAHO 83639

MAR 29 1968

March 28, 1968

The Exceptional Children's Clinic
825 Cleveland Boulevard
Caldwell, Idaho

Dear Mr. Stewart:

I am writing to you to request aid with our Migrant - Special Education room. We are having difficulty in our mathematic curriculum and would appreciate any help you could give us in this area. Would it be possible to have an itinerant teacher to visit both of these rooms and aid the teachers with this problem?

I would also like to discuss the possibility of an aid training program for our teacher aids next year in conjunction with your learning center.

Any suggestions in this area would be most helpful.

Very sincerely yours,

MARSING ELEMENTARY SCHOOL

Mrs. Helen Hopkins

Mrs. Helen Hopkins
Principal

HH:efc

m)

IDAHO EDUCATIONAL DEVELOPMENT CENTERS
AND SERVICES FOR EXCEPTIONAL CHILDREN
Title III P.L. 89-10 ESEA
815 CLEVELAND BLVD.
CALDWELL, IDAHO 83605
PHONE 459-1608

ROBERT C. STEWART
Director

March 6, 1968

Mr. Ellwood Gledhill, Supt.
Caldwell School District #132
415 South Kimball
Caldwell, Idaho

Re: Written Release for teachers & student teachers to participate in in-service training

Dear Mr. Gledhill:

The Learning Center has a designed project to in-service teachers and student teachers of the Caldwell schools in regard to exceptional students. Emphasis will be stressed in the area of (1) observation techniques, (2) individualizing curriculum to fit into regular classroom, (3) behavioral management modification.

The design for teachers will be two full days--their teaching duties will be assumed by a qualified teacher and/or paraprofessionals from the Lab Center School.

The student teachers will spend two full days at the beginning, their student teaching involvement at the regular schools and will spend two days near their ending phase of student teaching.

Sincerely,

Robert C Stewart

Robert C. Stewart

RCS:bp

"A teacher who makes no allowance for individual differences in the classroom is an individual who makes little or no difference in the lives of his students."

William Arthur Ward

PROJECT "TAR"

(Tapping Available Resources)

I. Abstract: The pilot program proposed to determine human resources available to rural public schools with minimal financial involvement. A survey of high school students indicating a high interest level in the pilot project will form a pool of raw material by which the Developmental Services staff may continue with the proposed design. Evaluation of results will determine the level of acceptance and implementation by the schools served within the project boundaries.

II. Statement of Need: A lack of present resources indicates that public schools must investigate areas which lie untapped as possible future resources involving educational development for exceptional students in the rural areas.

Funding is the most pressing problem in utilizing and implementing any new program. Current research in financing of Idaho public schools shows they are economically saturated with their educational programming at present. Those schools showing placement at the highest apex of saturation are the rural public schools; therefore, this investigation will be essentially concerned with uncovering resources, innovative in nature, yet requiring minimal financial outlay for the rural schools.

III. Objectives:

A. To uncover human resources within the present school structure.

B. To implement a pilot project utilizing uncovered resources.

C. To evaluate the pilot project for utilization within the public school environment.

D. To assist with implementation of the TAR program by the public schools.

E. To investigate "spin-off" effects.

F. To evaluate research approach for applicability.

IV. Procedures: Surveys of rural school personnel for potential areas of investigations for needed human resources will be conducted and will include interviews (personal and group), professional meetings, and a follow-up study.

Surveys of high school student bodies will be carried out for potential TAR enrollees to include group counselling, questionnaires, personal interviews, acceptance, and a questionnaire on exceptional children.

A program will be designed for implementation with random selection of students on a 1 to 1 ratio. Assignments will be made random to random, specific to specific, area to area, and nonacademic to academic.

Whether TAR participants can successfully meet criterion of the pilot project will be the guiding criteria for evaluation and will include such items as schedules and attendance; subjective faculty evaluation (both schools); self-subjective analysis; pupil evaluation; and parental subjective on academics and social.

Analysis of the growth of the students will be made by attendance; report card grades; any retesting by the schools and specific tests worked on.

The factors determining implementation by the LEA's are the realization that TAR participants are of educational value to the school; the factor of minimal financial commitment by the local school, but additional classroom assistance realized; and the potential for creating a more effective learning atmosphere.

The "spin-off" assessment will be analyzed by the effect upon present ongoing programs in which TAR participants are actively involved; evaluation of successful involvement of the pilot group; and increased faculty and participant morale and their acceptance into the program.

The awareness of the participants for involvement with exceptional children will be measured by pretest and posttest results of the participant's academic development; pre and posttesting for interest areas; and school involvement in relation to academic and nonacademic activity. This data will be evaluated through statistical analysis for significance.

V. Planning: This phase will include acceptance by the administration of preliminary planning, and planning with principals and teachers concerning the proposal. A survey will be made of possible TAR participants.

Upon completion of the preliminary phase, those existing alternatives that are most conducive to both the schools and the pilot project will be assessed and procedural methods determined.

VI. Evaluation and Follow-Up: The results of the testing will be evaluated in relation to the proposed objectives. Evaluation will be made by administrative personnel involved in the TAR Project. Teachers who are involved in the project will be evaluated, as will the students involved in TAR. Statistical analysis of pre and posttesting data will be conducted for significance.

SAP EVALUATION SHEET

Towards the first objectives, the superintendents and principals have shown initial interests in implementation of the pilot project. This proposal is set to implement effective October 1, 1968.

SAP information was disseminated by personal contact with three superintendents and two principals. Eight visitors specifically have inquired about the project. The cost will be minimal and accepted by the LEA's.

Implementation will be by LEA's and the project staff will be consultive and supportive in evaluation.

IDAHO FREE PRESS

HELPING A student with an exercise at Caldwell's Center for Exceptional Children are three Northwest Nazarene College students — from left Karen Kauffman, Nampa; Jane Smith, Ashland, Ore.; and Laurie Prauss, Crescent City, Calif. The instructor, at right, is Miss Elsie Geddes, Boise, supervisor of speech-hearing and the visually handicapped children for the Boise school system. Staff Photo

November 17, 1967

VOLUNTEER AIDE PROPOSAL

(Very Appreciative Parents)

I. Abstract: In order to deal effectively with children with learning problems, personnel must be trained so that the current teacher-student ratio can be reduced. Because limited funds are available, personnel implementation must be done on a volunteer basis. The function of this program is to select, train, and supervise volunteer aides who will work with children with learning impairments.

II. Statement of Need: Through visitations to classrooms, discussions with teachers indicated they felt they would have difficulty implementing new classroom techniques for exceptional children without some classroom help. Discussions with school administrators revealed a financial crisis which limits hiring of additional personnel. A survey of available personnel who could do work with children with specific learning disabilities reveals that this type of person is nonexistent in our area. At the present time, there is no institution for training part-time personnel to do work with exceptional children.

The need to establish a volunteer aide program was given priority because personnel do not exist and must be trained by the Developmental Services staff in order to facilitate integration of new classroom techniques in the districts involved in the project.

III. Objectives:

A. To provide schools with needed para-professional personnel to handle children with learning impairments.

B. To provide services needed to train aides.

C. To instruct teachers in effective means for utilizing aides.

D. To promote an awareness among the school districts for the need to have a trained para-professional to maintain an ongoing aide program.

IV. Procedures: See III.

V. Planning: Teachers will help screen aides and act as supervisors of the curriculum used. School officials will be asked to provide materials and teaching space. Community members will act as aides.

A review of the literature revealed that volunteer aides without formal academic training can function successfully with learning impaired children. The local school officials who were questioned said they would be amenable to trying Very Appreciative Parents.

Volunteer aides will be selected from lists of potentials submitted by teachers or recruited through the PTA. An in-service training program will be conducted at the Developmental Services school. Visits will be made weekly by the psychologist and curriculum coordinator to supervise the activities of the aides. Teachers will be instructed in how to effectively utilize aides; special emphasis will be given to ways of maintaining good communication between aide and teacher.

VI. Evaluation and Follow-Up: A subjective report will be made by the teachers involved, describing what they think to be the strengths and weaknesses of the program. Observations will be made by the curriculum coordinator and psychologist to determine the results of the interaction between aide and student; academic achievement will be determined. An evaluation will be made by the aide also, describing what they consider to be strengths and weaknesses of the program.

A TRAVELING WORKSHOP

"FLY AWAY"

I. Abstract: A teacher-administrator workshop designed to aid participants in better understanding the fields of exceptionality, to become involved in an ongoing educational program, and to participate in committee work groups. Designed as a local initial presentation of identification procedures and planning of educational placements for students; a trip to a total ongoing program in all areas of exceptionality utilizing the resources of such a laboratory and demonstration school. The dissemination of information through such a workshop should assist in development of better special education programs in the schools of Idaho.

PROGRAM SPECIFICATIONS AVAILABLE UPON REQUEST.

STATE OF IDAHO
DEPARTMENT OF EDUCATION
STATEHOUSE
BOISE, IDAHO 83707

D. F. ENGELKING
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

February 21, 1968

Mr. John L. Beitia
Special Education Consultant
EXCEPTIONAL CHILDREN CENTER
Caldwell District #132
415 South Kimball
Caldwell, Idaho 83605

Dear Mr. Beitia:

During the week of January 15 you submitted a project proposal to this office for review and comment. This project was for the purpose of establishing workshops in special education at the clinic in Greeley, Colorado.

This proposal was given to staff members in the U. S. Office of Education and after consultation with these staff members, it was determined that no additional money would be forthcoming for this proposal at this time. You always have the privilege of resubmitting at any time, however.

Sincerely,

A. D. Luke
State Director
Title III, ESEA

eb

TEACHER WORKSHOP ON EXCEPTIONALITY

(2 weeks--June 3-14, 1968)

I. Abstract: The two-week college credit workshop for teachers in the public schools is designed to provide an overview into all areas of exceptionality with emphasis on the methods and techniques of identification, placement, and classroom teaching. The procedural approach requires utilization of the Developmental Services staff team in lecture, discussion, group participation, and classroom demonstration of methods and techniques.

II. Statement of Need: Local school faculties lack qualified staff and in-service programs to promote necessary special education programs as well as the understanding of the exceptional child in the normal classroom. Requests of school people for this type of workshop have indicated high desire of both administrators and classroom teachers for the workshop.

The objective of identification of exceptional children is complicated and is difficult, to say the least, for qualified personnel, let alone the person lacking this background. Therefore, this workshop attempts to give the broad overview of the exceptional child, his identification and educational placement to school people having the most contact and concern with his program.

III. Objectives:

A. To assist the participants in better understanding special education, its philosophy and purpose.

B. To assist the participants in better planning of special educational programs as a result of this understanding.

C. To demonstrate techniques and methods of classroom procedures for teacher assimilation and utilization.

D. To develop a better rapport between teachers, administrators, and community for the exceptional child and his program needs.

IV. Procedures: The procedures will include the presentation of areas of exceptionality, diagnostic services, evaluation and educational recommendations by the Developmental Services personnel. Discussion groups will probe into these areas in greater depth and report results. Demonstration of ongoing programs presently available at the Developmental Services School will be utilized. All presentations and reports will be duplicated and available in printed form for participants.

V. Planning: The workshop will be open for enrollment and participation of project area school teachers. Classroom presentations and discussion groups the first week, demonstrations, role-playing and discussions the second week in actual classroom situations with exceptional children.

The proposal was designed through efforts of the Developmental Services staff with the cooperation of the Education Department of the College of Idaho. Coordination of staff members in development of the proposal will continue until completion of the final version.

Contact was made with the Education Department of the College of Idaho for agreement to participation and understanding of administrative problems, determination of program objectives, participant's credit issuance, facilities, staff, funds, etc. Following the acceptance by the College of Idaho, the project proceeded to coordinate the facilities at St. Mary's School, the College of Idaho, the Developmental Services staff concerning actual program.

VI. Evaluation and Follow-Up: Immediate evaluation by participants and staff will be requested. Later evaluation by participants and staff will be requested of participants when the next school year has started and determination of some of the workshop materials has been made.

EXCEPTIONAL CHILD WORKSHOP

June 3-14, 1968

THE COLLEGE OF IDAHO

In Association with

DEVELOPMENTAL SERVICES FOR EXCEPTIONAL CHILDREN

Caldwell, Idaho

Take advantage of the opportunity to gain greater understanding of the exceptional student and his classroom needs. This ten day workshop will concentrate on presentations, discussions and demonstrations of interest to the participants.

Highlighting the workshop will be the demonstrations of curriculum, instruction, physical education and instructional materials. The University of Oregon Special Education Instructional Materials Unit will participate in the demonstrations.

Register for S-108 Exceptional Child Workshop

$60 fee for 2 Units of Credit

The College of Idaho Summer Sessions 1968

Announcements and Schedules

FIVE WEEK SESSION
June 17 to July 19

EIGHT WEEK SESSION
June 17 to August 9

SPECIAL SESSIONS
June 3 - 14
June 17 - July 12
July 15 - August 9

CALDWELL, IDAHO 83605

SPECIAL EDUCATION OFFERINGS

Exceptional Child Workshop

June 3 - 14

This workshop is being offered in cooperation with the Caldwell Learning Center for Exceptional Children. It will present an orientation to common areas of exceptionality with attention given to exaluation and referral procedures, curriculum, and instructional methods and materials. Observation of demonstration classes with exceptional children followed by seminars for discussion and analysis of observations will be included.

Three courses with application to special education offered during the regular summer session are: Ed. 240, Introduction to Mental Retardation; Ed. 241, Psychology of Exceptional Children; and Ed. 107, Exceptional Child. Descriptions of these three courses may be found in the section on course schedules in this catalogue.

EDUCATION

Ed. S91 or Psych. S91. Educational Psychology. 3 units. Kenoyer. Prerequisite: Psychology 51 or permission of the instructor. A study of psychological principles applicable to educational practice. The course includes learning theory, motivation, and classroom guidance. 8w—7:50 a.m.-8:50 a.m.

Ed. S102. Measurements and Evaluation. 3 units. Purcell. Prerequisite: Education 91. An introduction to the techniques of constructing, administering, and interpreting measurements of educational achievement. 8w—7:50 a.m.-8:50 a.m.

Ed. S105 or Psych. S105. Child Psychology. 2 units. Hagen. A study of the development of habits and skills, intelligence, and social and emotional adjustment. 5w—9:00 a.m.-10:00 a.m.

Ed. S107 or Psych. S107. The Exceptional Child. 3 units. D. Dadabay. Prerequisite: Psychology 51. A study of the development, training, and personality of physically, mentally, and emotionally exceptional children. 8w—11:20 a.m.-12:20 p.m.

Ed. S108. Exceptional Child Workshop. 2 units. Staff. A general orientation to common areas of exceptionality with attention given to evaluation and referral procedures, appropriate curriculum, and instructional methods and materials. Observation of demonstration classes with exceptional children followed by seminars for analysis and discussion of the observations will be included. This workshop is offered in cooperation with the Caldwell Learning Center for Exceptional Children. June 3-14. Full-time. Convening time—9:00 a.m.

Ed. S128. Children's Literature. 3 units. L. Foster.

OPERATION GRASS ROOTS

I. Abstract: An approach to better understanding of related governmental agencies from local through state level and the involvement of the individual within this structure. Actual preparation and field trips to the agencies and the state capitol as well as discussions with officials and personnel in the agencies concerned. A critique to assimilate the total program and to evaluate the results.

II. Statement of Need: The students involved in this project have had limited educational and cultural exposure to local and related agencies of the State of Idaho, at both the local and state level. In order to better understand the system of local to higher related government, more than abstract classroom exposure is required if understanding is to occur. This academic and cultural opportunity should greatly enhance assimilation of prior classroom work and cultural depth.

Students of these groups will not receive the opportunities afforded normal children to see our related agencies in operation. In order to gain some understanding of their cultural position in society as well as the normal academics of related agencies in operation, these trips are appropriate.

III. Objectives:

A. To develop a better understanding of related governmental agencies as related to the individual in society as well as to the total group in society.

B. To develop the understanding of individual operation factors concerned with the different agencies of government.

C. To develop an understanding of total governmental relationships as they affect people.

IV. Procedures: Classroom planning to explore the area of local and higher government. Field trips to local city and county offices with discussions prior to and following the trip for reinforcement purposes. Preparation in the classroom for a visit to the state capitol, Boise, and various agencies for presentations and discussions. Evaluation and reinforcement of the trip upon return to school.

V. Planning: Teachers are to plan the classroom procedure and correlate desired field trips to class exposure. School administration will coordinate field trips at desired intervals with arrangements for city, county, and state officials to present specific areas of government. Follow-ups will be made, with visitation of some officials to the school for further presentation and discussion.

The broad design is to be developed by the Developmental Services School Coordinator in conjunction with the Special Education Consultant. Specific classroom planning by the teachers will be coordinated with city, county, and state officials. Presentations will be discussed in detail.

The Coordinator and school teachers will develop and operate the curriculum designed toward better understanding of governmental agencies and their functions. The field trips will be coordinated and planned to coincide with classroom achievement starting at the grass roots of city level and proceeding to the higher echelons of government.

VI. Evaluation and Follow-Up: Results of the project shall be evaluated on the interest generated, the discussions directly concerned with the program, desire for further information and knowledge, and the total achievement measured by testing in this area. Better understanding will be reflected in the pupil-teacher and pupil-pupil discussions, as well as the instruments used to measure achievement. Subjective analysis by the teacher, administrators, and other personnel involved will be evaluated for importance and worth.

"I never met a mayor before."

"It is clear that there should be legislation about education and that it should be conducted on the public system. But consideration must be given to the question, What constitutes education and what is the proper way to be educated?"

Aristotle

PARENTAL GROUP COUNSELING

I. Abstract: The organization of four to eight parent groups, drawn from parents having students enrolled at the Exceptional Child Developmental Services or in the public schools served by this organization. Preference will be given to parents whose children display a typical behavior pattern, usually associated directly with the home and parents or guardians. An attempt will be made to bring about change in the parents' relationship with the child and with each other, and to demonstrate to the schools the effectiveness of group counseling.

II. Statement of Need: Research indicates that in implementing exceptional programs, the team approach is highly responsible for the educational and social growth of parents of exceptional children; and that parents participating in group sessions are of assistance to this growth.

There were no group therapy sessions as such being carried on in the participating school districts as determined by a preliminary survey.

The need arises from a determination that most parents with children referred to the Developmental Services have interpersonal and intrapersonal deficiencies or abnormalities. Evidence shows that parents do not understand these children, which engenders an unhealthy relationship between parents and child, and school personnel and the child.

Expedient measures must be initiated to promote an approach to maintain the students within the schools, helping the parents understand what they can do to help, and effectively assisting the student to develop desired behavior.

These needs were assigned priority to affect instant interrelated services for parents, to bring about an awareness of services, and to have a direct line of communication between the parents, the schools, and the Developmental Services.

III. Objectives:

A. To create a parental awareness of group processes, Developmental Services goals and functions, and community resources and their utilization.

B. To demonstrate to the LEA's and to the public, the relationship and effectiveness of group communications methods in dealing with parents and exceptional students.

C. To bring about change within the parent by the use of the group process, which enables improved intra-personal and interpersonal relationships.

IV. Procedures: Totality of effectiveness of the program will be investigated as it relates to the field project. This procedure will be involved by

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C. To bring about change within the parent by the use of the group process, which enables improved intra-personal and interpersonal relationships.

IV. Procedures: Totality of effectiveness of the program will be investigated as it relates to the field project. This procedure will be involved by all personnel dealing with parents, both in the field and at the Developmental Services School. The majority of it will come about through discussions and indepth consultations from personnel in consultive roles.

V. Planning: Communication with school personnel would be essential and interpretation and suggestions of how they might deal with the parents will be made. Involvement of school personnel in observing the group will also be encouraged.

Many hours were spent in researching available literature on the subject of group work and group process. There was consultation with the specialists in the field. Case records were read, and selections of couples made. A home visit was made inviting the couples to participate and an explanation of the program was made.

Five couples were judged to be in need and capable of being involved in the initial group session. Balance of intellect, ego-strength, values, and tolerance for structure were considered.

Weekly group sessions will be held at the Developmental Services Office using basic group work, skills, methods, techniques, and processes. There will be an "open end" structure with new couples being added as needed.

There will be a built-in termination date---10 weeks, at which time the group will decide if they should continue. At this time, if some drop out, new couples would be added. Each session will be taped and studied by the therapist with the consulting therapist.

VI. Evaluation and Follow-Up: The extent to which the objectives of this proposal were achieved will be evaluated by the recording and documentation of the therapy sessions, self-evaluation by the participants, and the analysis of the recorded sessions by a special consultant.

LEARNING CENTER
FOR EXCEPTIONAL CHILDREN
PUPIL PERSONNEL SERVICES
CATALOGUING IDAHO'S
NATURAL RESOURCES

"Love is believing in the fulfillment of another human being."

"Before we start experimenting it would be wise to find out what occurs in the natural situation."

Seymour B. Sarason

"My kid has been a problem ever since he was this big."

EDUCATIONAL-MEDICAL-CLINICAL SERVICES FOR CHILDREN WITH SEVERE LEARNING DISABILITIES

I. Abstract: In an effort to provide unavailable medical evaluation services for children enrolled at the Developmental Services School who display severe learning disorders and who are in need of diagnostic and prescriptive educational services, a medical clinic from the University of Washington Hospital conducted a one-day clinic at the Developmental Services Laboratory.

The costs of the clinic were borne by the University of Washington Hospital and included a team composed of a pediatric neurologist, a pediatrician, and a developmental psychologist.

II. Statement of Need: Through exhaustive evaluation and observation, procedures on the part of the Developmental Services team, it was determined that in order to prescribe a suitable educational approach for children displaying severe learning disorders, comprehensive medical evaluations were essential to needed diagnosis and prescriptive recommendations.

The need for medical evaluation services was assigned a critical priority because evidence gained through evaluation of the Developmental Services staff established that medical, physical, and mental factors had direct effects on the learning processes of the children and the availability of such services are, for the most part, nonexistent in Idaho. For example, there are two neurologists serving an area of over 100,000 population.

One neurologist is semiretired, the other is attending school and is not available. There are no county health clinic services.

III. Objectives:

A. To provide pediatric and neurological evaluations for children with severe learning disorders.

B. To facilitate diagnosis and prescription of suitable educational planning for such children to include early childhood evaluation.

C. To develop cooperative and communicative relationships between educational and medical disciplines as it concerns the welfare of exceptional children.

D. To provide an evaluation of Developmental Services methods and procedures by a noneducational discipline.

IV. Procedures: A conference for the purpose of reviewing Developmental Services objectives and needs was held with the medical team. A planning conference was conducted with county medical groups, state institutions, county health groups, local doctors, and educators. In the interests of harmony and communications, the foregoing groups agreed to co-sponsor the clinic. Initiation date 11/8/67, completion date 12/7/67.

V. Planning: The Developmental Services staff assumed the responsibilities of obtaining medical records, provision of facilities, communications with family physicians, coordination of notices and dissemination, scheduling of evaluations, conducting professional staffings, and documentation of evaluations.

Home visits of children scheduled for evaluation was provided by the County Health Nurse who maintained liaison with the County Health Officer and the school nurses.

For the most part, planning for the proposal came about as a result of Developmental Services staffings, team evaluations, and consultation with parents, teachers, and school officials. In addition, supportive recommendations supporting a clinic service were offered by local physicians and the Director of the Idaho State School and Hospital.

VI. Evaluation and Follow-Up: An evaluation conference within three months is planned and will involve all professionals participating in the clinic. A review of recommendations and the extent to which they have been accepted and implemented by parents, school officials, and medical groups will be documented.

SAP EVALUATION SHEET

The effect of the SAP on the clientele was that previously unavailable medical evaluations were completed for seven students which provided more suitable educational programming. A closer working relationship among medical, educational, and parental clientele has been established.

The SAP endeavor in which the anticipated results exceeded expectations was the high level of support and interest from members of the medical profession and medically related agencies, especially in the area of early childhood evaluation. The local education agencies are currently utilizing educational-medical teams in such programs.

The greatest change resulting from the clinic has been the acceptance on the part of parents and school trustees for the need of a realistic educational program particularly for the trainable mentally retarded. For further information see SAP paper, "Project Opportunity."

The SAP information was disseminated by local and regional news media, news letters, information bulletins from the Idaho State School and Hospital, letters of invitation to members of the medical profession, and a "staffing" for all professionals involved in the clinic.

The possibility is being explored to carry on the project without federal funds as a school sponsored regionalized mental health facility. Funds for

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The possibility is being explored to carry on the project without federal funds as a school sponsored regionalized mental health facility. Funds for such a program appear to be available from State Mental Health and Vocational Rehabilitation sources. Local education agency matching funds utilizing "in kind" resources make such an approach very much within the realm of possibility.

The News-Tribune
December 12, 1967

By Lena B. Eagan

CALDWELL — He hears the sound of other drums, this "other" child of yours.

Though you have tried to keep in step with him; though you have tried to make him one with the rest, to make your family whole, he marches to a different beat.

This is the child close to your heart, the one for whom you are willing to sacrifice self. But, you find, sacrifice alone is not enough. Love, alone, is not enough. You have reached the end of your road and despair is around the next bend. You need help and you know it.

You have an "exceptional" child, one just outside the norm. He may be birth injured, brain-damaged, mentally retarded, extremely gifted, physically handicapped, blind, deaf, with speech defects, or emotionally disturbed. You have explored every broad avenue, every side street for help.

"Where do I turn? How do I discover what more I can do? What are my child's real needs? Can he be educated? Can he be trained to be useful to himself and to society? Must I abandon him to a cruel half-world of helplessness, a living-death for him and for me?"

No! Not yet, because a narrow path is opening out of the alley in which you find yourself. And beckoning the way is a handful of pioneers, people like yourself who have traveled all the roads, the streets, the avenues. They, like you, have sought help at the medical centers in the great Northwest, they have traveled to Portland, to Seattle; have found the same overcrowding, the same answers full of hope and those which have dashed hopes.

They have sought training and education for their "other" children. They are partners with you and they welcome you aboard for yet another little trip they will now make. . .Down this new path, dimly lit, but with a very bright future if all goes well. They found this path right in their own back yard. . .in the experimental educational laboratory of Caldwell's Learning Resources Center, which has joined hands with Medicine to help you in your search for answers to the problems of your children.

A real pioneering effort, and one which holds great promise, occurred here recently when, through the offices of Robert Stewart, director of the Center; Dr. C. A. McIntyre Jr., director of professional services, Idaho State School and Hospital, Nampa; Dr. Robert Jensen, Caldwell physician; Dr. Erwin Sage, director of Canyon County Public Health Department, and Dr. Robert S. McKean, neurologist, Idaho State Department of Public Health, a Congenital Defects Clinic was invited in and held, for the first time, in Caldwell. Area "other" children had the benefit of complete evaluations in their own home environment. A great clinic was brought to them.

Coming to Caldwell for this pioneering venture were members of an internationally known model institution, the University of Washington Medical Center's Birth Defects Clinic. The medical team was comprised of diagnostic specialists—Dr. D. Carlson, pediatrics neurologist; Dr. James Isbister, pediatrician, and Dr. James Oakland, psychologist, who are all outstanding in their fields, with international reputations.

According to the team, this is only the first of many visits they hope to make to this area not only to help parents and educational institutions, but to further the good relations they have developed here with local physicians and educators.

"Our Birth Defects Clinic at the University Medical Center," Dr. Isbister said, "is a teaching center. We offer our help to you, freely and at no cost to local parents, physicians or educators, because we hope to establish a greater good relationship with you. We hope to have more referrals from your area to our Clinic, so that we can be of more help to you.

"In this way," he said, "we also add to our own knowledge. This will enable us to be of even more help in the future."

Dr. Oakland said that he was most interested in returning to this community. He said he had found here an attitude on the part of families, physicians and educators that was most impressive. He said that the outstanding work already done here by the Learning Resources Center staff and local medical men, the remarkable work-ups presented with the case history of each child examined by the team, had made only minor recommendations necessary from the visitors.

"The Learning Center," Dr. Oakland said, "is most effective. It is doing great work here. The children have received such good diagnostic work-ups from both a medical and educational standpoint here at the local level that we are most pleased and impressed. We will be happy to return, to offer any help that we can."

The team commented on the apparent lack of resources, of both regularly operated clinics and educational specialists in the area, but said that, in the light of this task, both physicians and education were to be highly commended for their outstanding attempts to find solutions to the problems of handicapped children. They said that part of their purpose here was to supplement the work already accomplished, and to give to parents straight answers from their own experiences, experiments and studies.

Stewart, of the sponsoring center, told the educators, physicians and the press, who were invited to sit in on the staffing sessions after evaluations were completed, that the center, even with the help of great visiting clinics, "is promising no miracles and presenting no magical formulas for solutions to problems."

"We are trying to look at all aspects of the problems of the handicapped from a completely objective viewpoint," Stewart said. "We will continue to invite in those willing to help us to solve our problems. And we will constantly follow new approaches, try to find new ways, to benefit and to educate the whole child. We have appreciated the forward looking attitude of both physicians and parents here in their acceptance and utilization of the visiting clinic.

"Reports on the findings of the team will be presented to our staff and through our psychological services to the parents and our educators," he said.

Dr. Jensen, local physician whose interest in handicapped children is well known in this area, welcomed the team to Caldwell.

"It is refreshing," he said, "to have you visit us here. You have set up a good communication with local physicians and your visit enables us to get a little away from the trees so that we can once more see the forest."

Dr. Jensen said he felt that we become so involved with our own localized situations that the whole community will benefit from the new and fresh approach which was presented by the visiting medical team.

Parents of the children evaluated expressed their appreciation to the center and the team and were most anxious that the clinic return in order to aid more parents and more children.

Parents here are agreed that the concern for one "other" child is the concern of all. And all are concerned!

These parents, physicians, educators, all seek to walk the new path they have found, into the future. . .together.

The News-Tribune Tuesday, December 12, 1967

Sacrifice, Love, Not Enough

Caldwell Learning Resources Center, Medical Men, Offer Parents Hope

PARENTS HAVING CHILDREN evaluated at the Learning Resources Center by the University of Washington Diagnostic Team were, from left, Mrs. Ruth Dobson, Ray Sivanson, Mrs. Johnathan Ramsey, and Mrs. Evelyn Messuri, seen here chatting informally with Dr. John Beitia, special education consultant at the Center. (Staff Photo)

"At each step in history there was always a handful of individuals who saw beyond the man of his time and dreamed of a future when men would be capable of much greater acts in various realms, e.g., the social, moral, and intellectual spheres. Without this handful of individuals it is unpleasant to contemplate how things might have turned out."

Seymour B. Sarason

THE CONGENITAL DEFECTS DIAGNOSTIC team participating in Friday's medical-education clinic at the Learning Resources Center for Exceptional Children in Caldwell confer with center director, Robert Stewart, left, and Marjean Banks Norland, speech therapist at the center. Pointing to data on an evaluation chart is Dr. James Isbister, pediatrician. Seated is Dr. James Oakland, psychologist. Both are from the University of Washington. At right is Dr. John Beitia, center special education consultant. The clinic was sponsored by the University of Washington in cooperation with area physicians and Idaho State School and Hospital, Nampa.

—(Staff Photo)

The Caldwell News-Tribune

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INDEPENDENT ON-SITE EVALUATION
OF THE
IDAHO EDUCATIONAL DEVELOPMENT CENTERS
AND
SERVICES FOR EXCEPTIONAL CHILDREN
TITLE III, ELEMENTARY AND SECONDARY ACTION ACT OF 1965

Applicant: School District No. 132, Caldwell, Idaho

Project Director: Robert C. Stewart

Dates of On-Site Evaluation:
March 18, 19, 20, 1968

Independent Evaluators:

Dr. Marvin Fifield, Director
Center for Mental Retardation Studies
Idaho State University

Dr. Ronald John, Assistant Professor
College of Education
Idaho State University

Mrs. Phyllis Publicover
Assistant Professor of Special Education
Utah State University

This is to certify that the below-named persons served on the independent on-site evaluation of the Idaho Educational Development Centers and Services for Exceptional Children. The attached report was prepared by the committee, reviewed, and found satisfactory in expressing the findings, recommendations, and opinions of this committee.

Marvin Fifield

Dr. Marvin Fifield, Director
Center for Mental Retardation Studies
Idaho State University
Chief Evaluator

Ronald John

Dr. Ronald John
Assistant Professor
College of Education
Idaho State University

Phyllis R. Publicover

Mrs. Phyllis Publicover
Assistant Professor of Special Education
Utah State University

DATE March 28, 1968

METHOD AND EVALUATION DESIGN

Previous to the on-site inspection each evaluator was provided a copy of the project application indicating stated objectives, procedures, and evaluation. Also provided were the working papers and the specific action papers which detailed what each project had accomplished at the time of the inspection. The evaluation team met before the inspection and discussed the project, establishing an evaluation design. Members of the evaluation team were assigned various areas and dimensions of the project for each to investigate in line with his respective training and interest. The project manual was used as the evaluation criteria. The accomplishments and projects were reviewed in line with stated objectives and procedures. Comments and criticisms of participating school personnel were solicited to obtain the philosophy and acceptance of the project and the effect the program was having in the local educational areas participating in the program.

Complete freedom was afforded the evaluators to go where they wanted and ask questions of those they wished. Much opportunity was provided for open interaction among staff members, questioning participating school superintendents, principals and teachers, revealing procedures for referral, effectiveness and approach to treatment, and programs of dissemination. Following the evaluation of the individual team members, time was set aside to discuss and coordinate the findings. The results of the evaluation were synthesized and prepared in a presentable form for both the verbal report and the written report.

The afternoon of the third day was devoted essentially to discussing the findings of the evaluation team with the project staff in an open meeting. Strengths and weaknesses of the program were very candidly reviewed, and suggestions, recommendations, and various ideas were presented which the evaluation team felt would strengthen the project.

Following the on-site inspection each evaluator completed a written report submitted to the chief evaluator. An additional day was set aside to organize and synthesize these into the written evaluation report.

EVALUATION

The operational and organizational philosophy of the Idaho Educational Development Centers and Services for Exceptional Children is to coordinate, demonstrate, and assist in the development of services for exceptional children in the separate participating school districts and between local school districts. In line with this philosophy, the administrative structure of the project is constructed with major emphasis in consultation and coordinative services to the participating districts. Relatively little emphasis is being placed upon providing direct services to children or teachers. This last year the direct services provided by the project staff to teachers and students have been used essentially to demonstrate to the districts the needs and types of services available. The supervision and operation of the Laboratory School has been essentially instructional and demonstrative in nature. In the remaining years of the project it is anticipated that classrooms will not be part of the service, and the project staff will work more at the school or district level. It is anticipated that the remaining two years of the project will see less direct services provided by the project staff and an increase in the number of direct services provided by the participating school districts. The administrative structure of the project reflects this emphasis. Rather than the traditional pyramid of a single administrator with supportive administrators filtering down to direct services, the reverse of this has been structured. The administrative structure of The Exceptional Child Center is an inverted pyramid where all staff positions are either administrative or high level coordinative. This is analogous to the structure of the State Department of Education, where the major service is supervision and coordination with little direct services to children or teachers.

This philosophy appeared to be the most practicable for the situation in the unique area for which the project is operative. It would appear unworkable for the project to assume the responsibility of providing classrooms and training programs for the exceptional children in the nine public school districts and five private schools participating in this project. In many cases there are extremely small school districts and few objective reasons can be found for their resistance to consolidation. If adequate services are to be provided the exceptional children residing in this area, cooperative programs must be developed for the sharing of ancillary personnel as well as the operation of appropriate special education classrooms. It was observed that each independent district presents a separate problem in terms of location, financing, and educational leadership sophistication. These differences have been reflected in the individual approach to the district as well as in the receptiveness of the individual district to services and programs provided by The Exceptional Child Center.

Support and enthusiasm for the project was high. Several of the independent districts were preparing budgets and planning toward the operation of their own special education units for the next year, utilizing the support personnel from The Exceptional Child Center. In addition several special projects -- such as work-study programs, use of teacher aides, and programs for migrant workers -- have either been initiated or catalyzed by the staff of the Center. Although many of these projects cannot be directly attributed to the efforts and work of the staff of the Center, it was rather obvious to the evaluators that without the advice, the assistance, and the direct intervention on the part of the Center staff, many of these projects would not currently be in operation.

Objectives. The stated objectives in the manual and application appear very directly to represent observed needs in the area schools. These objectives, however, for the most part are very broad, and in view of the unique characteristics of the participating districts, certain stated objectives are much more appropriate to one district than to another. The stated objectives furthermore tend to fall into a dichotomy of immediate objectives and long-range objectives. Immediate objectives appear characterized as "housework" type activities whereby total accomplishment is never completely reached. Continued effort must be maintained both by participating districts and project staff in their accomplishment. The long-range objectives are characterized by the need for cooperation and coordination between districts and various local and state agencies.

A great many programs and projects have been initiated leading to or directed toward the accomplishment of the various objectives stated in the manual. Sufficient time has not elapsed for the effectiveness of these projects to be completely determined. However, it appeared that the priority of the objectives was determined essentially on the basis of expediency. Although this provides flexibility, the evaluation team felt that a weakness of the project was in not specifying priorities of objectives and sequencing or establishing time lines and procedures in meeting these identified needs. It appears that insufficient time and effort had been directed toward establishing intermediate or short-term objectives and procedures.

Procedures. Various programs and procedures have been undertaken or initiated leading to the accomplishment of each of the stated objectives. It appears the staff of the Center have been involved in many activities such as inservice training, consultive services, workshops, etc. as procedures of accomplishing these objectives. For the most part it appears these activities have met with outstanding success and acceptance among the participating school districts. As was previously mentioned, the priority of procedures appears to be primarily the result of expediency which, although affording a great deal of flexibility, is generally much more difficult to evaluate in terms of effort and effect.

It would appear that the project has had difficulty getting started due to delays in governmental funding and some changes of personnel. It was the general feeling of the evaluation team that the project has been fully functional in line with the objectives of the project only the last two or three months. Thus sufficient time has not elapsed to provide an adequate basis for evaluation of the specific procedures engaged in meeting stated objectives. This comment is particularly applicable to the evaluation of the Laboratory School and some of the field services.

At the time of the on-site inspection several programs had just been initiated. These programs were characterized by well-defined objectives, procedures, and designs for evaluation. Future evaluations of the project should capitalize upon these more definitive and precise programs.

Administration and Organization of the Center. It would appear that the organization and administration of the Center has been established upon logical and predetermined lines. However, the role definition of the various staff persons appears a bit hazy and is dependent essentially upon the strength of the individual filling a specific position. Although at this point major areas of responsibility have been delineated, it would appear advantageous in future years to further delineate and define these roles, and to select personnel to perform a particular task rather than select a person and then design a task for him.

The bookkeeping and accounting of the funds for the Center are well established, and it would appear that excellent working relationships have been developed between the sponsoring school district and the staff of the Center. Requisitions and financial documents are readily available and appear in good order.

An opportunity was afforded the evaluation team to meet with the executive board of the Center in a regular board meeting. This executive board was made up of lay persons, board members of the participating school districts, and interested professional community people. From this meeting it was observed there are excellent working relationships between the various executive board members and the staff, and that the board members are well informed and highly supportive of the efforts and the direction the project is taking. Comments from various executive board members would indicate, however, that there is some confusion among the respective school boards of the participating school districts relating to the philosophy, purpose, and services that are being provided by the school district. Several suggestions were submitted to the executive board regarding informational dissemination to the various school boards, and techniques of developing and maintaining a more compatible relationship between those boards with overlapping responsibilities.

The services provided by The Exceptional Child Center appear to fall basically into three broad areas. First, coordinative and administrative services; second, field services; and third, Laboratory School and direct services. Each of these areas was evaluated separately.

Coordinative and Administrative Services. Coordinational services of the Center engaged in several projects leading to the accomplishment of stated objectives. These projects involved inservice training programs, intensive medical evaluations, work-study program, cooperative use of the Laboratory School, and inter-district and inter-agency coordination leading to the planning of future services for exceptional children. It would appear that these projects and activities met with outstanding success. Teacher and school staff participation has been high, and comments were favorable regarding the effectiveness of these projects. Many requests have been made to the coordinators of the Center for additional workshops and programs along these predetermined lines. Also, the effects of Center coordination services are represented by the desire of participating school districts to develop their own special programs to cooperatively and jointly employ other ancillary staff, and to request reviews and consultive services of the Center staff in strengthening, planning, and expanding the existing exceptional child services of these districts.

Field Services. Currently, the field services consist essentially of services of the school psychologist, the coordinator of curriculum, speech and hearing therapists, and a part-time special education consultant. Currently these services appear to operate primarily on a one-to-one ratio with a member of Center staff personnel working directly with a child or a teacher on a specific problem. Referral systems have been established, observations and psychological testing undertaken on referred children, recommendations have been established, and consultation with the teacher and principal on these referred problems undertaken. In addition, records have been maintained on the children seen. It would appear that the referral services are spread over a wide geographic area and are governed essentially by the nature of the problem and the acceptance and sophistication of the specific school district requesting the services. Thus a great deal of time has been spent traveling to and from a school district providing direct remediative and diagnostic help to individual children. It would appear that in the initial phases of this project this demonstrative approach has been most effective. The school districts were most accepting of these services and cognizant of the need and the value of itinerant support personnel to provide these services. The joint planning of several of the participating school districts to employ their own psychologist, speech teacher, and diagnostic staff bespeaks the acceptance and effect this program has had on the local educational units.

A rather elaborate record system has been established for the maintenance of pupil records of children in both the Laboratory School and those seen through the field services. The system possesses many very interesting and innovative features. However, there also appear to be many time-consuming features which may not be practical or useful. The evaluators found several records that were not up to date, and it was observed that much of the material contained information that was not educationally relevant. It was recommended that a careful evaluation of the record system be undertaken to insure that all data is adequately up to date and is usable.

Due to the wide spread of the area and the normal tendency for field workers to provide services only where they are highly accepted, it was recommended that a time log be established on each worker to afford a more objective evaluation of the services he is rendering, and to determine their applicability to objectives of the Center and their distribution to the representing school districts.

The speech program has been a highly popular service because it has relieved much local pressure to overtly handicapped children. The objectives of the project, however, indicate a strong emphasis on language development for all classes of exceptional children, particularly those of migrant workers. To this date personnel in the project have emphasized services to speech handicapped children. It is recommended that a much broader language development program be designed and implemented;as the project extends into the upper grades, the personnel should be prepared to deal with severe and specific speech problems. It would appear advantageous for the speech program to be greater integrated into the instructional, consultive, and other field services.

The objectives of the project indicate services to parents including case work and other treatment which indicates social work services. To date no full-time social worker has been employed to provide this service. The need for this type service will increase in importance as the Center moves more into the areas of consultation with schools and school districts in inter-agency cooperation.

Laboratory School. The primary purpose of the Laboratory School was for demonstration and inservice training of teachers and teacher aides. The majority of the children originally assigned to the Laboratory School were taken from a private school for trainable or moderate to severely handicapped. No clear-cut rationale was established for the acceptance of these children, and it appears that children were taken primarily through the expediency of the situation and to assist in the inservice and demonstrative philosophy associated with the Laboratory School. This initial approach has met with wide acceptance on the part of the participating school districts and parents and has provided much psychological and information disseminative gain for the Center. This approach, however, does create internal problems and demands a great deal of staff time due to its lack of structure. It is commendable to see that over the past two months consolidation and directionality of these services has been attempted, and the Laboratory School (which apparently originally started as a crisis collection point) is being utilized for inservice training demonstrations as well as direct services to children. It is felt that a closer liaison should be maintained among the staff of the Center and the teachers in the Laboratory School, drawing them into the team and possibly providing more direct support for the instructional effort. It is further suggested that possibly every member of the staff in The Exceptional Child Center should spend some time individually with a child in the Lab School providing direct educational treatment. This would provide direct contact in an instructional treatment program on the part of the director, the assistant director, and other professional members of the staff.

The training programs for teacher aides are quite innovative, and there was much enthusiasm on the part of the teachers' aides. There are many varied groups of people to be used as teacher aides, i.e., volunteer aides, high school age aides, paid aides, etc. Programs have been developed in the Laboratory School leading to the training of each of these various groups.

Future emphasis on the part of the Laboratory School, the evaluators feel, should be directed toward establishing a specific philosophy and delineating specific procedures in meeting this philosophy and objectives. More continuity of services should be provided in addition to a closer liaison with other members of the staff.

Evaluation. The staff of the Center have engaged in many activities which do not lend themselves readily to objective evaluation and the collection of specific pre and post evaluative data. In an attempt to overcome this deficiency, specific action papers have been developed by the Center stating objectives, procedures, and comments for evaluation on the different projects and activities the staff members have been engaged in. These papers provide some information on the efforts and success or failure of specific projects.

It is strongly recommended that in the future increasing attention be given to more carefully designed methodology for evaluation. Intermediate objectives should be established with accompanying specific procedures to be identified to meet these objectives, and an evaluation technique designed in terms of behavioral outcomes. The staff of the Center appeared very cognizant of the deficiency in evaluation. Specific steps were being planned to meet this need in the future.

DISSEMINATION

A rather active program of informational dissemination has been followed by the Center utilizing both popular and professional media. Television broadcasts, radio announcements, articles in newspapers, etc. have acquainted the citizens of the area served with the program. Opportunities have been seized upon by the Center for presentation of the objectives and the innovative features of the project in professional meetings, in news articles, newsletters, etc. Although informational dissemination is a difficult thing to evaluate, it is obvious that concerted effort on the part of the staff has been directed in this area. As is generally found, informational dissemination has met with varying success ranging from enthusiastic acceptance to apathy and disinterest. It was recommended that in the future specific plans and programs be established to focus and concentrate on disseminating information to those areas or disciplines that have displayed apathy and disinterest in the past. It may also be advisable to assign specific staff members to contact and prepare informational dissemination to these groups evidencing less acceptance.

SUMMARY

The general feeling of the on-site evaluators was characterized by praise and encouragement for the project and for the efforts which have resulted in major accomplishment in meeting stated needs and objectives. The wide acceptance of this project in a highly conservative area of the state bespeaks the quality and dedication of the staff and the effort they have put forth in making this project successful. The morale of the staff was excellent. They have obviously worked individually and together as team members devoting many extra hours to achieve the accomplishments to date.

It was recommended that in future years additional attention be directed toward establishing specific short-range objectives, careful delineation of procedures, and more systematically designed evaluations. Furthermore, if the project is to be ultimately successful the program must move from a phase of providing direct services to children and teachers to a phase of supporting the direct services provided by the participating school districts, and ultimately to the organization and coordination of services between school districts and other service agencies in providing services for exceptional children. In the followup conference of the on-site evaluation committee held March 20, 1968, many additional specific suggestions were given to the staff and discussed openly.

It is the feeling of the on-site evaluators that the U. S. Office of Education through Title III has invested wisely in this project. The Exceptional Child Center is advancing both services and creativity in Idaho education.

UTILIZATION OF RESOURCES

RESOURCES	Planning and Development	Ongoing	Part Time	Full Time	No. of LEA's Served	In Kind and/or Reciprocal Services
Canyon County Agent (4-H)	x	x		x	9	Consultant exchange, leadership personnel dissemination. Program implementation.
Canyon Assn. for Mentally Retarded	x	x		x	9	Dissemination, parental coordination.
Canyon County Health Department	x	x		x	9	Home visits, consultive, consultive exchange, coordinator of health programs.
Canyon Probate Court	x	x	x		4	Consultive, referral exchange.
Idaho State Youth Rehabilitation Agency	x	x			8	Consultive exchange.

UTILIZATION OF RESOURCES

RESOURCE	Planning and Development	Ongoing	Part Time	Full Time	No. of LEA's Served	In kind and/or Reciprocal Services
Easter Seal	x	x				Consultive, consultive exchange.
Idaho State Library						Informational exchange, Equipment and book loan, Research.
B.P.O.E. Vocational Rehabilitation	x		x		5	Referral, Consultive, Dissemination.
Idaho State Mentally Retarded Planning Board	x	x	x			Cooperative planning for regionalized Child Development Center utilizing project as a nucleus and care resource exchange of consultant services, dissemination, liaison.
Idaho State School And Hospital	x	x		x	8	Consultant, referral, evaluation and consultant exchange service, communications, disseminations, public relations and liason with medical profession.

UTILIZATION OF RESOURCES

RESOURCE	Planning and Development	Ongoing	Part Time	Full Time	No. of LEA'S Served	In Kind and/or Reciprocal Services
College of Idaho	x	x		x	9	Consultive, cooperative teacher aide, in-service, and student practicum, consultant exchange, dissemination, student aides, sponsor of summer workshop conducted by project, research, related literature.
University of Idaho	x	x	x			Consultive, teacher aide in-service and student practicum, recruiting for local educational agencies.
Idaho State University	x	x	x		1	Consultive, teacher aide in-service student practicum, recruiting for local educational agencies.
Eastern Washington College of Education	x					Consultive, student practicum, recruiting for local educational agencies.
Washington State University	x	x	x			Consultive, recruiting for local educational agencies.

UTILIZATION OF RESOURCES

RESOURCE	Planning and Development	Ongoing	Part Time	Full Time	No. of LEA'S Served	In Kind and/or Reciprocal Services
Northwest Nazarene College	x	x	x		6	Student aides, Teacher in-service, Consultive.
University of Oregon	x	x	x			Demonstration and consultation by personnel from the Regional Special Education Instructional Materials Center.
Caldwell DAR	x					School flags, dissemination.
Regional Service Clubs	x		x			Dissemination, Resource development.
American Legion	x					School flags, dissemination.

UTILIZATION OF RESOURCES

RESOURCE	Planning and Development	Ongoing	Part Time	Full Time	No. of LEA's Served	In Kind and/or Reciprocal Services
State Department of Research	x	x	x		9	Micro Fiche equipment and materials, research data dissemination.
Idaho Department of Public Assistance	x	x	x		4	Consultant, case work, rehabilitation
Idaho Public Health Canyon County	x	x	x			Consultant, medical referrals, home visits, case work, consultive exchange.
Idaho Development and Resources Board	x	x	x			Informational
Idaho Legislative Council for Exceptional	x					Research, planning.

UTILIZATION OF RESOURCES

RESOURCES	Planning and Development	Ongoing	Part Time	Full Time	No. of LEA'S Served	In Kind and/or Reciprocal Services
SW Idaho Cerebral Palsy Assn.	x				9	Consultive, Parental assistance
Idaho State School For Deaf	x	x	x		2	Referral, consultive
Idaho State Penitentiary	x	x	x		5	Field Service, social and cultural Resource.
Idaho Public Health State	x	x	x		9	Consultive
PTA Grants	x	x		x		Dissemination and scholarship Assistance

UTILIZATION OF RESOURCES

RESOURCE	Planning and Development	Ongoing	Part Time	Full Time	No. of LEA's Served	In Kind and/or Reciprocal Services
Department of Vocational Education	x	x		x	6	Supplied 50% of cost for yearly work experience program, consultant services, consultive exchange utilized Center for diagnostic, evaluation and supervision.
Office of Economic Opportunity (CCCAC) (Idaho Farm Workers)	x	x	x		4	Social, medical evaluation service - consultant exchange, family consultant service, auditory equipment purchase.
Department of Vocational Rehabilitation	x	x	x		8	Consultive, consultant exchange, work experience program resource, utilized project for evaluation.
United States Dept. of Employment Security (Caldwell and State of Idaho)	x	x	x		9	Testing and counseling, Trainee placement, consultant, consultant exchange, referrals, job analysis, occupational guides and materials.
Eight State Program for Education 1980	x	x			9	Research, Consultation, Orientation, Dissemination.

UTILIZATION OF RESOURCES

RESOURCE	Planning and Development	Ongoing	Part Time	Full Time	No. of LEA's Served	In Kind and/or Reciprocal Services
WICHE	x					Consultive facilities and program finance
Civic Groups	x	x	x		5	Dissemination, Public relations, planning, implementation.
Canyon County Medical Association	x		x		9	Public relations, dissemination, referral.
Catholic Diocese of Boise		x		x		Donation of Laboratory School, Dissemination.
Various Church Groups throughout the region		x		x	9	Dissemination, facilities, referrals, Professional assistance.